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ABSTRACT

This document is comprised of Level 2 of a multimedia parent series focusing on issues of importance to parents of elementary-school age children and offering opportunities for discussion, critical thinking, and problem solving. The program is geared to adult learners in family literacy programs, adult basic education, or English as a second language (ESL) programs. There are four parts to the program: (1) a student book; (2) a student workbook; (3) a teacher's guide; and (4) an audio recording (audiotape and compact disk formats). The student book is intended for both native speakers with limited reading skills and English-language learners with a mid- to high-beginning level. Fifteen stories in each student book presenting situations familiar to parents serve as the foundation for lesson material, with lesson themes the same at each level to allow greater flexibility in the multilevel classroom. The lesson themes relate to: (1) morning routines; (2) health, transmission of head lice, and parent notification; (3) nationality, socializing at school, and making friends; (4) school lunches and following cafeteria rules; (5) parent-teacher communication and an extended absence; (6) volunteering at school and field trips; (7) report cards; (8) after-school child care; (9) emotions and reporting unpleasant incidents to the school; (10) homework and parental support; (11) popularity and classroom behavior; (12) friendship and family rules; (13) school dress codes; (14) playground safety; and (15) unexcused school absences. Each lesson in the student book includes exercises to check comprehension, expand vocabulary, and strengthen listening, speaking, and writing skills. The accompanying workbook, focusing on language skills, is intended primarily for ESL learners but may be suitable for others. The audio recording provides a reading of each story, the dialogs for each lesson, and prompts for all listening activities, including the workbook listening activities. The teacher's guide provides an overview of the program, makes suggestions for using the program effectively, and includes notes for each

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lesson; these notes contain a preview section listing the main themes of the story and suggested warm-up activities, as well as suggestions for enlarging the activities in the student book. (KB)

**From Home to School 2: Stories and
Activities for Parents. Teacher's Guide
[and Student Book and] Workbook
[with Audiotape and Audio CD].**

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From Home to School 2

Stories and Activities for Parents

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Ann Gianola

From Home to School 2

Stories and Activities for Parents

Teacher's Guide

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New Readers Press

From Home to School 2 Teacher's Guide
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Overview

From Home to School 2 provides stories and activities specifically designed for adult learners in family literacy programs or in ABE and adult ESL classes. The student book is intended for both native speakers with limited reading skills and English-language learners at a mid- to high-beginning level. The accompanying workbook, focusing on language skills, is intended primarily for ESL learners but may be suitable for others as well.

The goal of *From Home to School* is to raise issues of importance to parents of elementary-school-age children and to offer opportunities for discussion, critical thinking, and problem solving. Lessons focus on interactions between parents and school personnel or parents and children regarding school matters. Lessons are based on relevant but entertaining readings about common school-related concerns parents have. Follow-up activities lead to further exploration and a better understanding of these concerns, while also building vocabulary and practical communication skills. The book can supplement any core curriculum, or it can be used independently.

The 15 stories in the text portray diverse characters in interesting, often familiar, and sometimes challenging situations. Students are introduced to Alain, who is frequently late for school. They meet Roza, who doesn't understand her daughter's report card. Readers also get to know Pavel and his father, who use flashcards to practice multiplication; Justine, who talks too much in class; and several others.

Because the stories highlight relevant topics, they motivate students to develop reading fluency while becoming more familiar with school-related issues. The lessons then provide various exercises to check comprehension, expand vocabulary, and strengthen listening, speaking, and writing skills. Each lesson also includes activities and prompts to foster critical thinking, problem solving, and sharing of ideas to help parents analyze and understand school culture and their child's school life.

The audio recording provides a reading of each

story, the dialogs for each lesson, and prompts for all listening activities. It also includes prompts for workbook listening activities.

Lesson themes in *From Home to School 2* parallel those in *From Home to School 1*, although the specific topics for each theme are different at each level. For example, the health-themed lesson in level 2 deals with head lice, while the same lesson in level 1 deals with a routine vision screening. These parallel themes provide smooth continuity for students moving from one level to the next. Or both levels can be used simultaneously in a multi-level group, allowing students to work at their own proficiency levels but share information and ideas about related topics.

Using *From Home to School 2*

The lessons in *From Home to School 2* are not designed to be sequential, so the stories can be taught in any order.

The notes for each lesson have two sections, Preview and Exercises. Preview lists the main themes of each story. It also suggests warm-up activities, focusing on key concepts and vocabulary needed to understand the story. Preview activities let students draw on prior experiences and share ideas or knowledge about issues in the story.

The Exercises section suggests ways to prepare for, carry out, and expand on the exercises that follow the stories. The lesson notes may not refer to every activity, particularly those that are very easy to follow. Where appropriate, however, the notes suggest ways to expand activities or extend them to other contexts.

Each story opens with two pre-reading questions and an illustration, with another illustration on the second page of the story. These provide effective tools for introducing a story. You can begin with either the questions or the illustrations.

In warm-up or preview activities, the illustrations can help create interest in the story, provide a starting point for discussion, and help introduce

new vocabulary. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., "What do you see? Where are these people? What is he/she doing? Is he happy? Why or why not?"). If possible, have students use the illustration to guess what the story is about or to predict the story's outcome. Keep in mind that students' responses may vary at this level. Some students may express themselves very fluently, while others may be limited to phrases or even single words.

Another effective way to introduce a story is with the two pre-reading questions. Using those questions to stimulate discussion, encourage students to share pertinent information about their lives at home and their children's experiences at school. The questions can form the basis for whole-class or small-group discussions on such topics as bedtime, extracurricular activities, and homework.

Various graphic organizers can provide effective tools for either preview or follow up. A KWL chart, for example, can be used to elicit and record what students already know about a topic or issue, what they want to know, and then, after completing a lesson, what they have learned from the reading and activities.

What I Already Know	What I Want to Know	What I Have Learned

An interview grid can stimulate discussion or help learners organize information about schools.

Student	Question 1	Question 2	Question 3
A	Answer	Answer	Answer
B	Answer	Answer	Answer

When discussing many school issues, it is helpful, whenever possible, to use real items that pertain to a given story. Collect or have students bring in various papers from school: health notices, cafeteria menus, conference schedules, report cards, memos from the office, and other documents related to lesson topics.

To present the stories, you can have students first listen to the audio recording one or more times to get a sense of the story line. Or you may prefer to have students initially follow the written text while listening to the recording. Pose a general comprehension question to focus students' listening (and reading). On repetitions of the story, you may want to add other, more specific questions.

An Answer the Questions exercise follows each story to check comprehension. Encourage students to respond to questions in complete sentences. Whenever appropriate, they can add details or comments about the answer. These activities can be done orally or in writing. As a follow-up, have students retell the story in their own words, either individually or in groups. You can also write down what students say, creating another version of the story for additional reading practice.

Vocabulary exercises, which follow the comprehension checks in each lesson, help students reinforce their understanding of words from the story and expand their vocabulary with related words. These exercises require students to fill in the correct word in a cloze story; match sentences that mean the same; and categorize words according to themes in the story. Encourage students to master the words in the exercises. They might explain the vocabulary in their own words, and then use it to create new sentences about their own experiences. In categorizing exercises, have students brainstorm additional words for the given categories.

Some lessons contain sequencing activities that check general comprehension as well as help students analyze and think critically about a story line or theme. In many lessons, there is an exercise that requires students to analyze and check off choices in children's behavior, clothing, and the like. Other exercises require students to brainstorm and write sentences about dress codes, family rules, after-school programs, or similar issues related to the topic of the story.

Each lesson contains a dialog based on the story, which can be heard on the audio recording. The dialog models what might be said in an effective conversation about a specific subject. Have students listen before reading the dialog. Play the recording several times if necessary. Check com-

prehension and discuss content. Then play the recording again; stop after each line and have students repeat what was said. This activity prepares students to act out the dialog themselves and provides useful pronunciation modeling and practice. Students can then practice with partners, creating role plays featuring parents, teachers, and other school personnel. Encourage them to create new conversations on related topics; for example, by replacing key words or phrases in the dialog. For additional support, these new conversations can be written on the board for students to copy and practice.

Most lessons have a listening or reading activity using language that students might either hear in phone messages from a child's school or read in materials sent home from the school. These items are designed to increase understanding and let students practice appropriate responses to answering machine messages, letters, forms, and other school-related texts. The prompts for the listening exercises are on the audio recordings. Student book listening activities include a printed version of the listening prompt. Students can read along as they listen to the audio, cover the text and just listen to the audio, or use the text instead of the audio. The printed prompts also provide a way for students to check their responses. Follow-up questions give students an opportunity to verify their understanding by writing answers, discussing their answers, or writing a note to the teacher.

Many lessons include Problem Solving activities, intended to focus attention on various difficult situations a parent may encounter (e.g., how to explain school dress codes to a child or how to help a shy child feel more comfortable in school). These are particularly effective when students work in small groups. Delegate responsibilities to a group leader, recorder, and reporter. In whole-class follow-up sessions, have students compare and discuss suggestions as a way to expand their perspective and find new solutions to particular dilemmas.

Answer the Questions activities on the last page of many lessons may be answered individually if you prefer, but are most effective when they stimulate discussion between students. Encourage

students to go beyond simple short answers and to explain or give details. Point out ways in which they can follow up on a partner's answer with questions of their own.

The topics in Discuss with a Partner can be used to stimulate whole-class or small-group discussion. Select topics that relate to themes students are working on in other class activities, or allow students to select topics that they are most interested in.

The topics can also stimulate written response. Write down what students say if they are not yet ready to write independently. Remember that students at this level may respond to a writing topic with only a few sentences or even a few words or phrases.

From Home to School 2 Workbook

The workbook that accompanies *From Home to School 2* is designed for the needs of mid- to high-beginning-level English language learners but may also provide useful practice for native speakers. The workbook provides focused opportunity to practice specific language points from the corresponding student book lesson. Its purpose is to strengthen a student's abilities in listening, speaking, reading, and writing, with an emphasis on language for typical interactions between parents, children, and school personnel. For each lesson, workbook activities include grammar, vocabulary, focused listening exercises, spelling, and pronunciation practice.

Each lesson highlights selected grammar structures from the story. Exercises provide practice with short answers, tag questions, correct verb usage, writing questions, using prepositions, changing nouns to pronouns, and the like.

Vocabulary-building activities include completing cloze sentences, matching words with pictures, categorizing words, and matching words with either antonyms or meanings.

Listening exercises, either word- or picture-based, are included in each lesson. These exercises include using oral cues to identify pictures; developing listening discrimination skills; and listening

and transcribing information such as dates, times, prices, and missing words. Prompts for these exercises are on the audio recording and are also available at the end of the workbook. An answer key is provided as well. Teachers should note that some workbook exercise items can have more than one correct answer, although only the most commonly used phrasing is given in the Answer Key.

In addition, the workbook offers pronunciation practice, with exercises focusing on particular vowel and consonant sounds as well as the pronunciation of plural forms. It also has activities in phonics, spelling, and punctuation.

All these exercises can provide effective practice for students working alone, in pairs, in small groups, or as a whole class.

Lesson Notes

Lesson 1: He Can't Be Late

Preview

This story addresses themes of morning routines, being late for school, and a call from the principal.

Encourage students to share what their children typically do in the morning. Ask questions about things that can distract a child getting ready for school. Have students tell whether or not their children usually pay attention to the time.

Elicit names of television cartoons. Ask students if they know what these cartoons are about. Have students discuss whether or not these programs are popular with their children and why.

Discuss tardiness and how seriously it is taken in elementary school and in the upper grades. Ask students why being tardy is considered a serious problem. Discuss whether tardy students go directly to class or report to the school office first. Ask at what point parents are notified about a child's tardiness.

Discuss occasions when a parent might receive a telephone call from the principal. Ask students if they have ever gotten a call from their child's principal. If so, ask what it was for and how they reacted.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *almost, bowl, cartoons, hear, late, tardy, serious, disruptive, repeat, adult, happen*).

Exercises (pages 6–9)

Make a List After students list reasons children lose track of time, have them share their reasons and discuss their solutions to the problems (e.g., "If my daughter is watching television, I turn it off. If my son is reading the newspaper, I tell him that he can read it later.").

You're Often Late Have students create new dialogs between a parent and child about different concerns a teacher or a principal may have, e.g., a child not paying attention in class.

Late for School Have students practice giving

new messages about a child's tardiness to the school office. Have the class decide if a message is clear and complete and whether or not the reason for tardiness is acceptable.

Topics for Discussion or Writing In Topic 1, discuss or have students write about the significance of their children being late for other activities (e.g., appointments, extracurricular activities).

Lesson 2: My Head Itches

Preview

This story addresses themes of health, the transmission of head lice, parent notification, and treatment of head lice.

Have students discuss the issue of head lice. Ask if any of their children ever had lice, and if so, how the children got them. Ask students how they discovered the problem, what their reaction to it was, and how they treated it.

Explore with students the role of a nurse or health aide at school. Have students discuss notices they have received from a child's school about a health concern. Have students describe what the health issue was and whether it was something contagious or transmittable. Elicit their responses to these notices or warnings.

Discuss where to buy shampoo and other necessary items for the treatment of head lice. If students have experience with head lice, ask them to explain additional measures they took (e.g., housecleaning, washing sheets in hot water, etc.) to get rid of the lice.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *scratching, think, itches, nurse, hair, lice, nits, immediately, special, fine-tooth comb, share, contact, unpleasant, common*).

Exercises (pages 12–15)

Complete the Story After students complete the cloze story, ask questions to check comprehension. Encourage students to retell the story in their own words.

Finding Head Lice Have students create new dialogs with symptoms of other health problems.

A Letter to Parents Collect or have students bring in other examples of health warnings from a school nurse or health aide. Discuss other contagious illnesses such as chicken pox and strep throat. Discuss which illnesses are the most serious. Have students share ideas on what can be done to prevent a child from spreading or catching an illness at school.

Lesson 3: She Wants to Be Friends

Preview

This story addresses themes of nationality, customs of dress, socializing at school, lunch foods, and making friends.

Find Somalia on a map and elicit or point out the most common languages spoken there: Somali and Arabic. Ask students whether or not they are fluent in a language other than English.

Discuss traditional customs of dress, especially in places where typical clothing differs from western styles. Talk about the type of clothing typically worn by school-age children in your community. Encourage students to share photos of their children, draw pictures, or cut pictures of schoolchildren out of magazines and discuss items of clothing.

Have students tell about the kind of foods their children bring or buy for lunch at school. Discuss what foods children commonly bring or buy for lunch at school in the U.S.

Discuss shyness and whether or not students or their children have ever felt excluded at school. Elicit ideas that students have come up with to help their children feel included.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *native language, fluent, wear, quiet, container, eye contact, probably, shy, alone, idea, game*).

Exercises (pages 18–21)

Which Category Is It? Have students add more items to each category. In the Countries category, elicit names of the continents where the countries are located. Find the countries on a world map or globe.

Make a List After students complete this activity, encourage them to list qualities they notice about a partner. Have partners share these observations with each other. This can also be done in a small group. In particular, students can describe what a partner (or a volunteer standing in front of the class) is wearing.

What Are These Children Wearing? If students have brought in or drawn pictures of school-age children as part of the Preview, have them write about what the children in those pictures are wearing or ask them to label the items of clothing in the pictures.

Topics for Writing or Discussion For Topic 3, encourage students to bring in a ball, jump rope, or other item from a favorite childhood game. Have students explain how each game is played, drawing diagrams or pictures to help clarify their explanation. If possible, they can demonstrate playing this game with another student.

Lesson 4: Don't Throw Away Your Food

Preview

This story addresses themes of school lunches, following cafeteria rules, emotions, wasting food, and identifying a problem that needs to be solved.

Ask students about their children's eating habits. Ask if the children generally eat a lot or a little, and what foods the children like or don't like. Have students share what they do when their child doesn't finish his or her food at home. Ask if parents know whether or not their children eat all of their lunch at school.

Encourage students to share information about the cafeteria at their child's school. Ask if their children comment on whether the food is good or bad and if there is too much food or not enough. Discuss whether children can select different foods or not.

Elicit cafeteria rules (e.g., you must throw away your trash; you must carry your tray with two hands; you must not yell indoors.). Have students create a poster listing cafeteria rules.

Discuss the issue of food shortages in the U.S. and in other countries. If students feel comfortable sharing personal information with each other, ask if they or family members have ever experienced not having enough to eat. Discuss how they feel when they see someone throw away food.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *standing, lunchtime, reminds, rules, taking cuts, throw away, garbage cans, full, hungry, native country, enough, any-more*).

Exercises (pages 24–27)

Complete the Story After students complete the story, ask questions to check for comprehension. Have students comment on whether Cora should go back to her seat and finish her lunch, or whether she should be allowed to go outside and play.

Planning for Lunch Have students create new dialogs based on an actual school menu, if possible, or the example on the following page. Discuss whether the meals look appealing or unappealing and why. Have them give examples of lunches their child would prefer.

What's for Lunch? Compare this menu with actual school lunch menus that you provide or have students bring in (or that can be found on school Web sites). Discuss which schools offer the best selection of food.

Topics for Discussion or Writing For Topic 3, have students research agencies in your area that take food donations. Have students describe or write about the process of donating to these agencies. Discuss which foods would make good donations. Ask why some foods might not make good donations. Discuss how foods are distributed to people in need.

Lesson 5: A Contract with the Teacher

Preview

This story addresses themes of a parent talking to the teacher, an extended absence, commitment to a school contract, and student accountability.

Ask students about visiting faraway relatives or

taking trips for various reasons. Ask if these visits ever occurred during their child's school year; if so, ask how long the visit was and what the child was expected to do during his or her absence. Ask students if it was necessary to sign a contract that promised that schoolwork would be completed.

Discuss the advantages and disadvantages of traveling during the school year. Elicit students' ideas on what other things a child misses when he or she is absent for a long time, in addition to class work.

Have students share opinions about acceptable reasons for children to miss school. Discuss the maximum length of time that students would allow their child to miss school.

Ask students to share strategies for getting schoolwork completed if a child is away from home. Have them consider what time of day is the most productive for their child and when it is convenient to assist the child with schoolwork.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *heart surgery, absent, sign, contract, promises, make sure, returns, checks, assignments, better, finished*).

Exercises (pages 30–33)

Which Category Is It? After students list items in each category, encourage them to give specific examples of schoolwork their child has had (e.g., "My daughter is working on a science project about electricity. My son did a report about the Civil War. My daughter had a math assignment that was very difficult for her.").

What Happened First? Have a student share a story about a time when his or her family went away. Encourage the student to include details about where he or she was going and why. Have other students retell the story, putting at least seven events in order.

Looking at Schoolwork Encourage students to create new dialogs based upon a typical exchange with a child about a school assignment. The child can be either cooperative or reluctant to show the homework to the parent.

Ana's Book Report Elicit ideas from students to help Ana improve this book report. Give examples

of ways to be clearer or give more details in answering the questions. If possible, have students do a sample book report on a book they have read.

Lesson 6: The Field Trip

Preview

This story addresses themes of volunteering, watching a group of children, going to the zoo, and losing track of a child.

Ask students about places their children have been on school field trips. Have students discuss duties of parent volunteers on a field trip.

Ask students about the zoo in your community or another zoo they are familiar with, perhaps from childhood. Have students describe the zoo, including whether it is large or small, what kind of animals it has, and how much it costs to get in.

Have students share experiences of losing track of a child in a public place. Ask where it happened and how the child was found. Have them discuss what they have taught their child about safety in public places. Discuss strategies for finding a lost child.

For ESL learners, introduce or review key vocabulary as needed (e.g., *field trip, zoo, volunteer, noisy, excited, worried, heart, beating, group, boring, interesting*).

Exercises (pages 36–39)

What Happened First? After students complete the sequencing activity, have a student tell about an experience where he or she helped out on a field trip. On the board, write approximately seven main events from the story in random order. Have students put the events in order.

Reporting a Lost Child Have students create new dialogs using the description of their own child or of a student in the class. Ask them to clarify the setting (e.g., a beach, a department store, a stadium) and tell who they are talking to (e.g., a life-guard, a sales clerk, an usher).

Class Field Trip After students read the letter and answer the questions, discuss reasons why they would or would not like to volunteer on this field trip. Discuss concerns that some parents might feel

about their child going on field trips in general. Raise issues of cost, transportation, supervision, safety, etc.

Topics for Discussion or Writing In Topic 2, have students give strategies for specific locations as well as general suggestions for locating lost children.

Lesson 7: The Report Card

Preview

This story addresses themes of receiving a report card, difficulty understanding a report card, and identifying a problem that needs to be solved.

Elicit from students how often they receive their child's report cards. Ask if report cards are mailed, received at a conference, or hand-delivered by the child.

Provide or have students bring in samples of report cards. Discuss what the letter or number grades mean, and read any accompanying explanation. Provide a filled-in sample or work with students on filling out a few blank report cards to help with understanding. Clarify the different subjects or behaviors for which students receive grades or comments.

Discuss the different native languages spoken at children's schools. Ask students whether or not translators are provided or other services are offered to assist parents or children who do not speak English.

Tell students about a time when you needed help in reading or understanding something from a school. Tell who you asked for help; e.g., a family member, a neighbor, or your child. Describe how that person was or was not helpful.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *unlock, mailbox, envelope, report card, comments, dictionary, conference, translator, neighbor, personal*).

Exercises (pages 42–45)

Complete the Story After students complete the cloze story, ask questions to check comprehension. Ask students to share their experiences at parent-teacher conferences.

Talking about a Report Card Have students create new dialogs about other marks or symbols that might cause confusion (e.g., "What does the check mark mean? What does the zero mean? What does the dash mean?").

Sonya's Report Card Create additional comments typically found on report cards and share them with the students. Decide which comments are favorable and which are unfavorable.

Topics for Discussion or Writing In Topic 3, encourage students to discuss or write about a time when they disagreed with a child's report card. Have them describe what they did not agree with and why. Ask if they discussed their opinion with the teacher, and if so, whether anything changed as a result.

Lesson 8: After-School Care

Preview

This story addresses themes of after-school routines, working parents, and after-school child care.

Ask students when their child's school day is over. Have students discuss what their child does immediately after school. Ask, for example, if the child goes directly home or stays in an after-school program. If the latter, ask what the name of the program is and what the child does there.

Share observations about activities that commonly occur in before- and after-school care programs. Discuss how many staff members usually supervise these programs. Have students tell how early in the morning or how late in the evening children may be in the programs.

Encourage students to discuss reasons why parents use these services. Discuss why some parents have concerns about their child being home alone. Have students share opinions on the advantages and disadvantages of these programs.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *over, care, alone, adults, playground, ball, homework, finish, pick up, ready*).

Exercises (pages 48–51)

Write Some Reasons After completing this activ-

ity, encourage students to share positive and negative experiences they had with a before- or after-school program (e.g., "The staff at the after-school care program seemed to care about the kids a lot. My daughter didn't enjoy the before-school care at all. She didn't get along very well with the other children.").

Staying Late Have students create new dialogs about when and why a parent may be late picking up a child. Mention fees or other consequences a parent might face.

Topics for Discussion or Writing In Topic 1, have students discuss or write about personal feelings they have about a child being home alone. Raise issues of trust, maturity, safety, etc.

Lesson 9: Hurt Feelings at School

Preview

This story addresses themes of emotions, parental concern, harassment at school, and reporting unpleasant incidents to the school.

Ask students about signs that may indicate when something is bothering a child. Discuss changes in appetite, behavior, emotions, etc. Talk about ways of reassuring children who are having problems with others at school.

Discuss ways that boys and girls tease, taunt, or harass each other. Raise the issue of name-calling or making fun of someone. Ask students whether or not making fun of someone is serious, and why. Have students share personal experiences they have had in dealing with these issues.

Elicit responses from students about problems that are serious enough to report to a child's school. Have students name people to contact about specific problems (e.g., teacher, principal, counselor, other parents, the police, etc.).

For ESL learners, introduce or review other key vocabulary as needed (e.g., *snack, straight, crying, knocks, floor, shoulder, teasing, make fun, hurt feelings, miserable, furious, rule, respect, worse*).

Exercises (pages 54–57)

Which Category Is It? If possible, have students list more items in each category. For the Emotions

category, encourage students to talk about what might cause the emotions listed.

Reporting a Problem Have students create new dialogs about infractions of other school rules. Encourage students to give specific details with their complaints.

Check the Behaviors Have students suggest ways that children can respond to each of the mean behaviors, and evaluate which responses are effective ways of dealing with the problems.

Lesson 10: He Can't Do Multiplication

Preview

This story addresses themes of homework, difficulties doing multiplication, parental support, and problem solving.

Encourage students to talk about various homework assignments for children. In particular, discuss whether children have to practice arithmetic skills at home and if so, which ones (addition, subtraction, multiplication, division, etc.).

Have students recall how they learned to multiply numbers. Discuss methods of memorization, e.g., using tables or flashcards. Elicit descriptions of the way multiplication is taught in schools today.

Have students write examples of multiplication problems, showing different ways of indicating the multiplication function. With students from other countries, have them demonstrate how multiplication problems are written in their country. Make sure they are familiar with how math problems are written in this country.

Have students describe instances when an assignment caused their children to become frustrated. Ask students to share methods they have used at home to help their children understand math concepts. If appropriate, mention stores in the community or other sources (like libraries) where parents can find instructional materials to use to help their children.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *assignment*, *correct*,

answers, *multiplication*, *counts*, *fingers*, *remember*, *times [x]*, *memorize*, *flash cards*, *practice*, *agrees*).

Exercises (pages 60–63)

Complete the Story After students complete the cloze story, ask questions to check comprehension. Encourage students to retell this story in their own words or write a story using another math operation, such as subtraction or division.

Practicing Multiplication Have students create new dialogs using other multiplication problems. They may also wish to role-play practicing addition, substituting the word *plus* for *times* and then solving the problems.

Parent-Teacher Conference After listening to the comments and answering the questions, have students think of other ways to reassure Alisha and to help her prepare for the next timed addition test.

Topics for Discussion or Writing In Topic 1, encourage students to share challenges they had or continue to have with a particular subject. In a whole class or small group activity, discuss or write about ways to strengthen a child's confidence and skills.

Lesson 11: She Talks Too Much

Preview

This story addresses themes of popularity, talking in class, changing seats, and annoying the teacher.

Elicit from students a list of behaviors that can be disruptive in class (e.g., talking, leaving one's seat without permission, tardiness, etc.). In particular, discuss talking at inappropriate times and how that affects other students and the teacher.

Have students share stories about themselves when they were schoolchildren. Ask if they were friendly and outgoing or more shy and reserved. Ask if they had any behavior problems that occasionally got them in trouble, and if so, what those problems were.

Discuss discipline strategies that a teacher might use in combating talking or other behavior problems in class. Ask students what their children's teachers do to discipline students.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *popular, smart, problem, behave, seat, quietest, minutes, repeat, appreciate, sorry, anymore, chance, alone*).

Exercises (pages 66–69)

What Happened First After students complete the sequencing activity, have a student tell about an experience where he or she got into trouble with the teacher. On the board, write approximately seven main events from the story in random order. Have students put the random events in order and retell the story.

You Aren't Listening Have students create new dialogs with infractions of other class rules. Encourage students taking the teacher's role to give appropriate disciplinary action.

A Note from the Teacher Have students imagine that they received this note about their child. Ask how they would react and what they would say to their child. Ask if there would be any punishment or other consequences at home.

Topics for Discussion or Writing In Topic 2, encourage students to share ideas about effective ways to solve the problems they discuss or write about.

Lesson 12: Invitation to a Friend's House

Preview

This story addresses themes of friendship, responding to an invitation, parental concern, and family rules.

Discuss friendship. Have students talk about friends they had while growing up. Encourage them to talk about whether they played with friends outside of school, where they played, and whether a parent was present if they were at home.

Ask students whether or not their child has ever received an invitation to play at a friend's house, attend a birthday party, or spend the night with a friend. If so, ask how they react to these invitations and what they do when they don't know the other

child's parents or live in the same community. Encourage them to discuss why they would or would not allow their child to go to a friend's house to play, attend a party, sleep over, or take part in some other activity. Discuss rules in students' families about socializing outside of school.

Have students share concerns they have about their children visiting the homes of people they don't know. Discuss the pros and cons of allowing such visits.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *get along, together, excited, invitation, computer games, uncomfortable, watch, neighborhood, safe, enough, rule, happen, disappoint*).

Exercises (pages 72–75)

Which Category Is It? If possible, have students list more items in each category. Ask students if they have pets now, or if they had a pet as a child, and if so, who takes care of the animal.

Write Some Reasons Ask students if there are ever exceptions to any of their rules and the conditions for an exception (e.g., "My child is not allowed to spend the night at a friend's house, but I might consider allowing it once I visit the home and meet the parents.").

Questions and Answers Create new question-and-answer dialogs beginning with a child's request to do something or go somewhere with another child at school. Encourage students to express the concerns they would normally have in similar situations.

A Message from Mrs. Anderson After listening to the message and answering the questions, encourage students to share any concerns they would still have after hearing Kathleen's message.

Topics for Discussion or Writing In Topic 3, have students talk or write about an experience they had in declining an invitation. Encourage them to specify whether they declined in person, in a note, or on the telephone, and to tell exactly what they said. Students may wish to create dialogs or role plays based on these situations.

Lesson 13: The School Dress Code

Preview

This story addresses themes of a school dress code, parental cooperation, peer pressure, fashion, and the desire to express one's individuality.

Have students discuss the issue of school dress codes and describe the policies at their children's schools. Have them tell if there are specific styles and colors that must be worn, and if so, to describe them. Encourage students to express their opinions about whether or not a dress code or school uniform is a good policy, and if it is easier or cheaper, and why. Discuss benefits and drawbacks of having a student dress code.

Elicit descriptions from students of the clothing that their children wear to school. Have them describe clothing they would not allow a child to wear to school.

Have students describe instances when their child wanted something that another child had (clothing, toys, privileges, etc.). Ask how they responded to their child, including what they said to resolve the issue.

For ESL learners, introduce or review key vocabulary as needed (e.g., *follow, dress code, pants, skirt, closet, voluntary, colorful, stylish, boring*).

Exercises (pages 78–81)

Complete the Story After students complete the cloze story, ask questions to check comprehension. Encourage students to rewrite this story using details about their child's school and different characters (one of whom might be their child).

Looking for School Clothes Have students create new dialogs based on conversations about clothing with their children (e.g., "Is a T-shirt okay?" "Yes, it is, as long as it has the school logo."). They may also create dialogs between parents and children in a clothing store.

On Sale Provide or have students bring in newspaper advertisements featuring children's clothing. Check understanding of promotions and clothing items noted in the ads. Discuss which stores offer the best prices.

Topics for Discussion or Writing In Topic 1, encourage students to talk or write about why a dress code may be helpful to children. Raise issues of blending in and focusing on learning instead of fashion. Alternatively, have students talk or write about reasons why a school dress code may be harmful to children. If appropriate, students can hold a debate on the topic.

Lesson 14: Playground Safety

Preview

This story addresses themes of playing at recess, weather-appropriate clothing, disobeying school rules, and getting hurt at school.

Elicit responses from students about how much time their children have for recess. Ask what games or activities their children generally engage in at recess. Discuss whether children play inside or outside when the weather is bad. Ask about the surface on which the children play (e.g., grass, sand, blacktop) and whether it is safe for children.

Have students share common playground safety rules from their child's school. Encourage them to think about common injuries children may suffer while playing and how to prevent those injuries.

Encourage students to share an incident where their children got hurt at school. Ask how the child got hurt, whether the child went to the school nurse, and if so, what the nurse did.

Review clothing vocabulary if necessary, particularly the names of clothing and accessories that people wear during the winter. Ask students what their children wear to school when the weather is cold, rainy, or snowy, etc.

Discuss the role of an adult on playground duty. Ask students if this job is usually performed by a student, the principal, or a parent volunteer. Ask students if they have ever supervised children during playtime, and if so, whether it was necessary to tend to any children with minor injuries.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *recess, playing, jumping rope, jacket, hurry, running, blacktop, dangerous*).

Exercises (pages 84–87)

What Happened First? After students complete the sequencing activity, have a student tell about an experience when his or her child was injured at school. On the board, write approximately seven main events from the story at random. Have students put the events in order.

Reporting an Injury Have students create new dialogs reporting other common injuries that a child may experience, giving other reasons for the injury. Review vocabulary for body parts if necessary.

How Did These Children Get Hurt? For each picture, have students describe what could be done to prevent each injury. Discuss playground safety rules that may have been violated.

Topics for Discussion or Writing In Topic 2, encourage students to tell or write about the area where their children play at school. Have students consider the safety of playground equipment. Ask about supervision of the play area. Encourage students to tell what things they would change if they could.

Lesson 15: She's Always Absent

Preview

This story addresses themes of unexcused absences, reasons that a child misses school, the negative effects of chronic absences, responses and concern of school personnel, and the importance of education.

Ask students the approximate number of school days their child misses in a school year. Have them identify typical reasons for these absences. As a class, distinguish between reasons for excused and unexcused absences.

Have students describe the responsibilities their children have at home. Discuss activities like

cleaning or babysitting. With students from non-English-speaking backgrounds, ask if children ever act as interpreters for family members, and if so, when and where they perform these duties.

Ask students about the effects of missing school. Have them consider what happens when the child returns to school, and how much the child understands what is going on in class. Ask about the short-term and long-term consequences of missing a lot of school. Discuss when they feel a teacher or principal should get involved if a child is absent a lot.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *healthy, translates, absent/absence, unexcused, acceptable, confused, concerned*.)

Exercises (pages 90–93)

Write Some Reasons After students list and evaluate reasons that children may be absent from school, encourage them to consider ways to reduce absences, even for acceptable reasons.

Parents Discussing an Absence Create new dialogs about other reasons for an excused absence. Encourage students to tell about an instance when their child was absent and they forgot to notify the school. Have them tell what happened as a result.

My Son Is Absent Have students practice writing notes excusing their children from school. Use the example as a model. Make sure students are specific about the child's name, the dates, the teacher's name, and the reason for the absence.

Topics for Discussion or Writing In Topic 3, encourage students to talk or write about practical ways to support a child when it is necessary to miss school for a long period of time. Students may want to refer to Lesson 5. Have them consider strategies like regular communication with the teacher, helping the child keep up with class work, using the services of a tutor, etc.

From Home to School 2

Stories and Activities for Parents

Ann Gianola

From Home to School is an engaging series geared to parents of school-age children and serves as an excellent supplement to any Family Literacy, Adult Basic Education, or ESL program.

Fifteen motivating stories in each student book are set against the backdrop of school culture and serve as the foundation for lesson material. Underlying lesson themes are the same at each level, allowing great flexibility for the multilevel classroom.

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Lesson 1

1. Is your child ever late for school?
2. What does your child do before school?

He Can't Be Late



Alain is late for school almost every day. In the morning, Alain doesn't look at the time. He slowly eats a bowl of cereal. Then he sits in front of the TV watching cartoons. Alain likes cartoons very much. He forgets to turn off the TV and go to school.

Alain's mother looks at the time. She tells Alain to leave, but he doesn't hear her. When the cartoons are over, he turns off the TV. Alain gets up and walks to school. He arrives in class about 15 minutes late, and the teacher is not happy. She marks him tardy again.

Mr. Wilson, the principal, calls Alain's mother. "Your son is often late," says Mr. Wilson. "This is very serious."

"Yes, I know," says Alain's mother. "But he is just a little late. And Alain is only 11 years old."

Mr. Wilson tells Alain's mother that the first few minutes of class are very important. The teacher explains many things, and it is disruptive when Alain is late. His teacher needs to repeat everything for him. "Alain needs to be on time now and when he is an adult," says Mr. Wilson. "He can't be late for work or he will lose his job."

"You're right," says Alain's mother. "He should learn to be on time. It won't happen again."



Answer the Questions

1. How often is Alain late for school?
2. What does Alain eat in the morning?
3. What does Alain watch on TV?
4. What does Alain forget to do?
5. How does Alain get to school?
6. How many minutes late is Alain?
7. What does the teacher do?
8. What does Mr. Wilson say to Alain's mother?

Check the Sentence That Means the Same

1. Alain is late for school almost every day.
☒ a. Alain is often late for school.
☐ b. Alain is never late for school.
2. When the cartoons are over, he turns off the TV.
☐ a. He turns off the TV before the cartoons end.
☐ b. He turns off the TV after the cartoons end.
3. He arrives in class about 15 minutes late.
☐ a. He is tardy.
☐ b. He is early.
4. This is very serious.
☐ a. This is a big problem.
☐ b. This is a small problem.
5. It's disruptive when Alain is late.
☐ a. Alain interrupts the class.
☐ b. Alain doesn't interrupt the class.
6. His teacher needs to repeat everything for him.
☐ a. His teacher has to explain things once.
☐ b. His teacher has to explain things again.

Make a List

Some children lose track of time before school. What can cause children to lose track of time?

1. They watch TV.
2. _____
3. _____
4. _____
5. _____
6. _____

You're Often Late

Practice the dialog with a partner.

The principal tells me that you're often late for school.

Not very late, Mom. It's only a few minutes.

Late is late. It's disruptive. The teacher needs to repeat directions after you arrive.

Well, I'm just a kid.

It's important for kids and adults to be on time.

OK, Mom. It won't happen again.



Late for School

Listen to the message a parent left on the school answering machine.

Hello. This is Lori Stoddard. My son, Joey Stoddard, will be late today. Joey has a toothache and needs to see the dentist this morning. Our appointment is at eight-thirty. Hopefully he will get to school by ten o'clock or so. Joey is a fourth-grade student in Miss Benjamin's class. Thank you.

Write the answers.

1. Why will Joey be late for school? He has a dentist appointment.
2. What time is Joey's appointment? _____
3. Why is Joey going to the dentist? _____
4. What time will Joey get to school? _____
5. What grade is Joey in? _____
6. Is this an acceptable reason for being late for school?

7. What is another acceptable reason for being late for school?

Answer the Questions

1. Does your child eat slowly in the morning?
2. Does your child watch the time? Do you?
3. Does your child watch TV in the morning?
4. What is your child's favorite TV show?
5. Do you have to remind your child to leave for school?
Does your child remember when to leave?
6. Does your child always pay attention to you?
7. What time does your child's school start?
8. Does someone call you if your child is late for school?
9. What is the name of your child's school principal?
10. A principal sometimes needs to talk to a parent. What are some reasons?

Topics for Discussion or Writing

1. Do you think that being a little late for school is serious?
Why or why not?
2. Does your child sometimes forget about the time in the morning? What can you do to help your child be on time?
3. What does your child's class do first in the morning? Is this important? Why or why not?

Lesson 2

1. What does a school nurse do?
2. What do you know about head lice?

My Head Itches

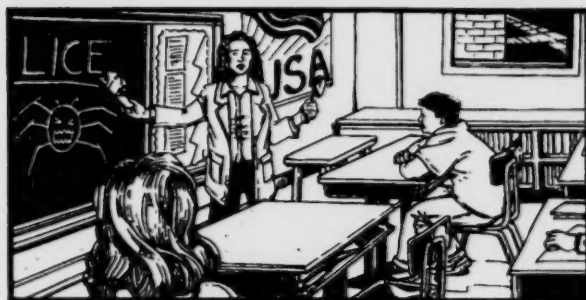


Ben is sitting at his desk in his third-grade classroom. The other students are doing math. But Ben isn't doing math. He is scratching his head. The teacher walks over to Ben. "What's the matter?" she asks. "Why aren't you working?"

"I can't think," answers Ben. "My head itches, and I can't stop scratching it."

The teacher tells Ben to go to Mrs. Colwell's office. Mrs. Colwell is the school nurse. She looks in Ben's hair. She sees some lice and a few nits. Nits are lice eggs. Mrs. Colwell says, "I found your problem, Ben. You have head lice."

Mrs. Colwell calls Ben's mother. She says Ben needs to go home immediately. He needs to use special shampoo to kill the lice and a fine-tooth comb to remove the nits. He has to stay home until the lice and nits are all gone. Then he can come back to school.



Later Mrs. Colwell goes to Ben's classroom. She looks in the hair of all the children. She looks for head lice. It's easy to pass head lice from person to person. Mrs. Colwell says, "Don't share hairbrushes and hats with other people."

Mrs. Colwell sends a letter to the parents of the children in Ben's class. She says to contact the school if a child gets head lice. She also says not to worry. Head lice are unpleasant, but they're a common problem.

Answer the Questions

1. Where is Ben sitting?
2. What grade is Ben in?
3. What are the other students doing?
4. Why can't Ben think?
5. Where does the teacher tell Ben to go?
6. What does the school nurse see in Ben's hair?
7. Who does Mrs. Colwell call?
8. When can Ben come back to school?

Complete the Story

completely
hair

immediately
itches

lice
nits

nurse
✓ other

scratching
shampoo

Sarah is sitting at her desk in her second-grade classroom. The
other₁ students are doing handwriting. But Sarah isn't
doing handwriting. She is ₂ her head. Sarah raises
her hand and says, "My head ₃, and I can't stop
scratching it."

The teacher tells Sarah to go to the school ₄. The
nurse looks in Sarah's ₅. The nurse says, "I found your
problem. You have head ₆."

The nurse calls Sarah's mother. Sarah needs to go home
 ₇. The nurse tells Sarah's mother how to get rid of the
lice. She needs to use special ₈. She also needs a
fine-tooth comb to remove all the ₉. Sarah can come
back to school when the lice and nits are ₁₀ gone.

What Happened First?

Put these events in order.

- _____ The nurse examines the hair of the other children.
- _____ The nurse looks in Ben's hair.
- _____ The teacher asks, "What's the matter?"
- _____ Ben says his head itches.
- _____ The nurse sends a letter to the parents.
- 1 Ben isn't doing math.
- _____ The teacher tells Ben to go to the nurse's office.

Finding Head Lice

Practice the dialog with a partner.

What's the matter?

My head itches. I can't stop scratching it.

Let me take a look. Ah, I see your problem.

What is it?

You have head lice.

Oh, no! What can we do?

Don't worry. We can take care of it with some special shampoo.

Can I go to school?

No. You need to stay home so other children don't get lice too.



A Letter to Parents

Read this letter from the school nurse.

Shady Tree Elementary

Dear Parents,

Some cases of head lice (pediculosis) have appeared at school. Anyone can get head lice. They are spread from person to person through contact in the classroom and on the playground. Head lice are also passed when children share brushes, combs, hats, and coats. Please contact the school if your child has head lice so that we can check all of the children in the class.

The first sign of head lice is itching. You may also find tiny white eggs (nits) in your child's hair. **PLEASE DO NOT SEND YOUR CHILD TO SCHOOL WITH HEAD LICE!** Head lice and nits can be easily treated with special shampoos, combs, and cleaning at home. Then bring your child to the nurse's office to be checked before returning to class. And please don't worry. Head lice are unpleasant, but they're a common problem.

Answer the questions.

1. What is another name for head lice?
2. How are head lice spread?
3. Who do you contact if your child has head lice?
4. What is the first sign of head lice?
5. What are nits?
6. How are head lice and nits treated?
7. Why do children with head lice stay home from school?
8. Who does your child have to see before returning to class?
9. Do many children get head lice?

Problem Solving

Your child has head lice. You use the special shampoo. You also use a fine-tooth comb to remove the nits, but it's hard to get all of them. What can you do? Put a check next to the good ideas. Write other good ideas below.

- ___ 1. I can send my child to school with a few nits left.
- ___ 2. I can repeat the treatment.
- ___ 3. I can wash and comb until the nits are all gone.
- ___ 4. I can cut my child's hair very short.
- ___ 5. I can tell my child not to tell anyone at school.
- ___ 6. I can ignore the problem. Head lice aren't serious.
- ___ 7. I can call a doctor or nurse for advice.
- ✓ 8. I can _____.
- ✓ 9. I can _____.

Topics for Discussion or Writing

- 1. What health warnings do you get from your child's school?
Which ones are most serious?
- 2. Do you know another way to treat head lice?
- 3. What can you do to keep head lice from spreading to other
members of your family?

Lesson 3

1. Are some students in your child's class from other countries?
2. How can children make friends at school?

She Wants to Be Friends



Naja is a fifth-grade student. She is the only student from Somalia, a country in East Africa. Her native language is Arabic, but Naja is fluent in English.

Every day Naja wears a long skirt, sandals, and a scarf wrapped around her head and neck. Her clothes are very different from the pants and dresses the other girls wear.

Naja is a good student, but she doesn't have any friends in the class. She is very quiet. At lunchtime, she doesn't sit next to anyone. She eats alone. Naja opens a container and eats some vegetables and rice. She looks down at her food. She doesn't make eye contact with the other children.

Jade and Tam are two girls in Naja's class. They sit next to each other at lunch. Today they are eating their sandwiches and talking. Jade says, "I don't like Naja. She isn't very nice. She never talks to anyone."



"I like her," says Tam. "She probably doesn't talk because she is shy. But I think she is nice." Tam feels sorry that Naja is sitting alone. She wants to be friends with her. Then Tam has an idea. She walks over to Naja and says, "Come and sit with us, Naja. And after lunch we can play a game."

Answer the Questions

1. Where is Naja from?
2. What is Naja's native language?
3. Can Naja speak English?
4. What does Naja wear to school?
5. What do the other girls wear to school?
6. Does Naja have friends in the class?
7. Who does Naja sit next to at lunchtime?
8. Who are Jade and Tam?
9. Does Jade like Naja?
10. How does Tam feel when Naja is sitting alone?

Which Category Is It?

China	Mexico	sandwiches	Somalia
dress	pants	scarf	United States
✓ fruit	rice	skirt	vegetables

Lunch Foods	Clothing	Countries
1. <u>fruit</u>	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

Same Meaning

Copy the sentence from the story that has the same meaning.

1. She has lunch by herself.

2. Her first language is Arabic.

3. Naja can speak English very well.

Make a List

Write some things the other children notice about Naja.
What does Naja probably notice about the other children?

The children notice

1. _____
2. _____
3. _____
4. _____
5. _____

Naja probably notices

1. _____
2. _____
3. _____
4. _____
5. _____

Questions and Answers

Here are some questions that Tam asks Naja. Write more questions for Tam. Write answers for Naja. Then practice asking and answering questions with a partner.

Tam

1. Are you finished eating?
2. Do you want to sit with us?
3. Do you want to play a game?
4. _____?
5. _____?

Naja

- No, I am not done yet.
- _____
- _____
- _____
- _____

Check the Clothes

What do children wear at your child's school? Put a check next to the clothing they wear. Write other school clothes below.

___ pants

___ dress

___ skirt

___ shirt

___ jeans

___ sandals

___ shoes

___ shorts

___ T-shirt

___ sweater

___ blouse

___ sweatshirt

What Are These Children Wearing?

1.



2.



3.



4.



1. _____

2. _____

3. _____

4. _____

Problem Solving

Your child is very shy and doesn't have any friends at school. What can you do? Put a check next to the good ideas. Write other ideas below.

- ___ 1. I can tell my child to play with the other children.
- ___ 2. I can get angry with my child for not being nice.
- ___ 3. I can tell my child that friends are not important.
- ___ 4. I can invite some children to play with my child at home.
- ___ 5. I can tell my child to be friendlier.
- ___ 6. I can find out why the children don't like my child.
- ___ 7. I can let my child solve this problem alone.
- ☒ 8. I can _____.
- ☒ 9. I can _____.

Topics for Discussion or Writing

1. How does a shy child act? Give some examples of what a shy child does at school.
2. Do any children at your child's school wear unusual clothes? Describe what they wear.
3. What are some games that children play at recess? What was your favorite game when you were in school?

Lesson 4

1. What does your child eat for lunch at school?
2. What food does the school cafeteria serve?

Don't Throw Away Your Food



Mr. Tran is standing in the cafeteria at West Hills Elementary School. It is 12:00, and he is watching the students during lunchtime. Mr. Tran reminds the children to follow the rules in the cafeteria. He says, "No running! No pushing! And no taking cuts in line!"

The children like Mr. Tran and they listen to him. But sometimes Mr. Tran feels very sad at lunchtime. The children throw away a lot of food. Every day four garbage cans are full. Mr. Tran looks inside and sees sandwiches, apples, bananas, containers full of milk, and many other things.

The children get a lot of food, but eat very little. "Why do you throw away your food?" asks Mr. Tran. Some children say they aren't very hungry. Others say they don't like the food in the cafeteria.



In Vietnam, Mr. Tran's native country, a lot of people were hungry. Many adults and children didn't have enough food to eat. Mr. Tran remembers his life in Vietnam. He was often hungry.

Throwing away food is a big problem at West Hills Elementary School. Mr. Tran wants to talk to the parents and teachers and find an answer. He doesn't want to see good food in garbage cans anymore.

Answer the Questions

1. Where is Mr. Tran standing?
2. What time is it?
3. How does Mr. Tran sometimes feel during lunchtime?
4. How many garbage cans are full every day?
5. Why do the children throw away their food?
6. What is Mr. Tran's native country?
7. Did everyone in Vietnam have enough food to eat?
8. What doesn't Mr. Tran want to see anymore?

Complete the Story

container
down

friends
garbage

pocket
push

rules
sandwich

throw
wait

Cora is standing in line at the school cafeteria. Cora follows all the _____
1 She doesn't run. She doesn't _____
2 anyone. Cora gets her tray and sits _____
3

Cora has a sandwich, an apple, a _____
4 of milk, and some cookies. She takes a bite of her _____
5 Then Cora's friend Alana says, "Let's go, Cora. I want to jump rope with you."

"OK," says Cora. She puts the cookies in her _____
6 picks up her tray, and walks toward the _____
7 can.

"Just a minute," Mr. Tran says. "What are you doing?"

"I'm going out to play with my _____
8."

"Please sit down and eat your lunch," says Mr. Tran. "Your friends
can _____
9 You need to eat, and it isn't good to

10 away food. Please go back to your seat."

Write Some Reasons

Why do some children throw away their food? What can they do instead?

1. The cafeteria food doesn't look good.

They can bring food they like from home.

2. _____

Planning for Lunch

Practice the dialog with a partner.

What's for lunch at school today?

The menu says spaghetti on Thursday.

Yuck. I don't like the spaghetti in the cafeteria.

Do you want me to pack you a lunch today?

Yes, please. Can I have a sandwich and some fruit?

Sure. I'll put them in a bag.

May I have cookies too?

Sorry, but we don't have any cookies.



What's for Lunch?

Read this week's school lunch menu.

Lunch Menu					Shady Tree Schools	
					April	
Monday	Tuesday	Wednesday	Thursday	Friday		
2 hamburger, french fries, applesauce, juice, milk	3 macaroni and cheese, fruit salad, juice, milk	4 beef tacos, rice, fruit salad, juice, milk	5 spaghetti, green salad, pineapple, juice, milk	6 cheese pizza, green salad, pudding, juice, milk		
					12	13

Write the answers.

1. What day can your child have spaghetti? _____
2. What day can your child have applesauce? _____
3. What can your child drink at lunch? _____
4. What is the cafeteria serving on Friday? _____
5. Will macaroni and cheese be served on Monday? _____
6. What days can your child have a green salad this week?

7. What day can your child have rice? _____
8. What kind of fruit is served on Thursday? _____

Problem Solving

Your child doesn't like to eat the food at school. He or she throws away a lot of food. What can you do? Put a check next to the good ideas. Write other ideas below.

- ___ 1. I can make my child's lunch at home.
- ___ 2. I can tell my child to eat everything.
- ___ 3. I can ask the cafeteria to give the children less food.
- ___ 4. I can ask the cafeteria to serve better food.
- ___ 5. I can tell my child about hungry people in the world.
- ___ 6. I won't worry about it. It isn't a big problem.
- ☒ 7. I can _____.
- ☒ 8. I can _____.

Topics for Discussion or Writing

1. How much time does your child have for lunch? What else does he or she do at lunchtime?
2. What do you do when your child won't eat the food at home? Do you let your child throw away food?
3. Do any places in your community collect food for hungry people?

Lesson 5

1. What are some reasons a child might miss school?
2. Do you ever travel with your family? Where?

A Contract with the Teacher



Ana's mother is talking to Mr. Kennedy after school. Mr. Kennedy is Ana's third-grade teacher. Ana's mother tells him that she and Ana are going to California. They need to help Ana's grandmother. She is having surgery. Ana will be absent from school for one month.

Mr. Kennedy explains that they all need to sign a contract. That means that Ana promises to do all her schoolwork in California. Her mother can help her and make sure it is finished. Mr. Kennedy will check her schoolwork when she returns. Ana, her mother, and Mr. Kennedy sign the contract.

Ana leaves for California the next week. She brings all her schoolwork. Every morning Ana studies at her grandmother's house. She reads, writes, and does math. Then her mother checks her



work. In the evening, Ana does her science and social studies assignments. Ana's mother checks her work again.

Ana returns from California after one month. Her grandmother is better. Mr. Kennedy and the students are very happy to see her. She gives Mr. Kennedy her schoolwork. It is all finished. "Good job, Ana!" says Mr. Kennedy. "Now tell us about California."

Answer the Questions

1. Who is talking to Mr. Kennedy after school?
2. Where are Ana and her mother going?
3. Who do Ana and her mother need to help?
4. What do Ana, her mother, and Mr. Kennedy need to sign?
5. What does Ana promise to do?
6. Who signs the contract?
7. When does Ana leave for California?
8. What does Ana do in the morning in California?
9. When does Ana return from California?
10. How is Ana's grandmother?

Which Category Is It?

assignment	Florida	New York	Texas
California	lesson	project	week
day	month	report	year

Periods of Time	Schoolwork	States in the U.S.
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

Matching

Match the sentences that mean the same.

- | | |
|------------------------------------|--|
| _____ 1. She will be absent. | a. They're glad she's back. |
| _____ 2. She is having surgery. | b. She is having an operation. |
| _____ 3. They're happy to see her. | c. She does nice work. |
| _____ 4. They sign the contract. | d. It is completed. |
| _____ 5. It is all finished. | e. Ana says she will study. |
| _____ 6. She does a good job. | f. She will not be in school. |
| _____ 7. Ana promises to study. | g. They write their names on an agreement. |

What Happened First?

Put these events in order.

- _____ Ana returns from California after one month.
- _____ Ana leaves for California the next week.
- _____ Mr. Kennedy explains about the contract.
- 1 Ana's mother tells the teacher that they are going to California for one month.
- _____ Mr. Kennedy and the students are very happy to see Ana.
- _____ Every morning Ana studies at her grandmother's house.
- _____ Ana, her mother, and Mr. Kennedy sign the contract.

Looking at Schoolwork

Practice the dialog with a partner.

What's your assignment for today?

I need to read Chapter 3 in my book. Then I have a couple of pages of math.

Tell me when you're finished. Then I can look at your answers.

Do I have to do it right now?

Yes, please do it now. You can take a break when you're done.

Can I watch TV when I'm done?

Yes. If your answers are correct, you can watch TV.



Ana's Book Report

Look at Ana's book report worksheet.

Report on My Favorite Book

1. Title: Albert in the Amazon
2. Author: _____
3. Illustrator: Pearl Jameson
4. What type of book is it? It's an adventure story.
5. Who are the characters? The characters are Albert, Sancho, a big snake, and others.
6. What is the setting? This story takes place in the jungle, but some parts are in a city.
7. What is the most exciting part of the story? Albert meets Sancho and they explore the jungle. Sometimes they have problems and almost get hurt. But most of the time they have fun.

Answer the questions.

1. Which item does Ana forget to answer?
2. How does Ana describe the type of book?
3. Are there pictures in this book? How do you know?
4. Are there some characters in the book that Ana doesn't name?
How do you know?
5. What more can Ana write to describe the setting?
6. Do you think Ana writes a good answer to question 7?
Can you think of any way she can make it better?
7. Does Ana like this book? How do you know?

Answer the Questions

1. What is the name of your child's teacher?
2. What grade is your child in?
3. Where do your relatives live?
4. Do you ever visit relatives during the school year?
5. Does your child ever miss school for reasons other than illness?
6. Do you ever sign contracts with your child's teacher?
7. Do you ever correct your child's schoolwork?
8. What subjects are easy for you to correct?
9. What subjects are difficult for you to correct?
10. Do you make sure your child's schoolwork is finished?

Topics for Discussion or Writing

1. Would you ever take your child out of school for a long time?
Why or why not?
2. Is one month a long time to miss school? What things will a child miss when he or she is absent for a month?
3. If you have a family emergency, can you help your child with schoolwork at the same time? Why or why not?

Lesson 6

1. What do you know about field trips?
2. Why do parent volunteers go along on field trips?

The Field Trip



Mr. Dugan is going on a field trip to the zoo. He is a parent volunteer for his son's class. Mr. Dugan and the other parent volunteers get on the bus with the children. The bus is noisy. The children are very excited.

Everyone gets off the bus at the zoo. Mr. Dugan is watching four children. He has Alex, Buan, Jake, and his son, Michael. The teacher tells the children to stay with their group.

Mr. Dugan's group enters the zoo. First they see the elephants. The elephants are walking around. Next they see the bears. The bears are playing in the sun. Then they go and see the lions. The lions are sleeping.

"Michael," Mr. Dugan says.
"Look at the lions!"

"Where's Jake?" asks Buan.

Mr. Dugan turns around and
sees Alex, Buan, and Michael.
But he doesn't see Jake. Mr. Dugan
feels worried, and his heart is beating quickly. "Let's go back to
the bears," says Mr. Dugan. "Maybe Jake is there."



Mr. Dugan and the children return to the bears. There is Jake.
He is looking at the bears. "Jake! Here you are," says Mr. Dugan.
"You need to stay with the group!"

"The lions are sleeping. That is boring," says Jake. "The bears
are playing. That is more interesting."

"Boring or interesting, we need to stay together," says Mr.
Dugan. "I don't want to lose you at the zoo."

Answer the Questions

1. Where is Mr. Dugan going?
2. How is everyone getting to the zoo?
3. How many children is Mr. Dugan watching?
4. What does the teacher tell the children to do?
5. What animals do they see first?
6. What are the lions doing?
7. How does Mr. Dugan feel when he doesn't see Jake?
8. Why did Jake return to the bears?

Check the Sentence That Means the Same

1. He is a parent volunteer for his son's class.

___ a. He helps when his son's class needs him.

___ b. He is in his son's class.

2. The bus is noisy.

___ a. The bus is loud.

___ b. The bus is quiet.

3. The teacher tells the children to stay with their group.

___ a. The teacher tells the children to look at interesting things.

___ b. The teacher tells the children to stay together.

4. The lions are sleeping.

___ a. The lions are resting.

___ b. The lions are eating.

5. The bears are more interesting.

___ a. The bears are more fun to watch.

___ b. The bears are boring to watch.

6. Mr. Dugan and the children return to the bears.

___ a. Mr. Dugan and the children don't look at the bears.

___ b. Mr. Dugan and the children go back to see
the bears again.

What Happened First?

Put these events in order.

- _____ The lions are sleeping.
- _____ Jake is looking at the bears.
- 1 Mr. Dugan and the other volunteers get on the bus.
- _____ Mr. Dugan's group enters the zoo.
- _____ Mr. Dugan says, "We need to stay together."
- _____ First they see the elephants.
- _____ Buan asks, "Where's Jake?"

Reporting a Lost Child

Practice the dialog with a partner.

I'm looking for a lost boy. His name is Devon.

Can you describe him?

He's about six years old. He has dark brown hair.

What is he wearing?

He's wearing a red T-shirt and blue pants.

Where did you last see him?

He was right here by the gate, just a few minutes ago.

Don't worry. We'll help you find him.



Class Field Trip

Read this letter about a class field trip.

Field Trip Permission Form — Shady Tree Elementary

Our class is taking a field trip to the San Francisco Zoo on Wednesday, April 5. A bus will leave school at 9:00 A.M. and return from the zoo at 1:30 P.M. Please make sure that your child brings a sack lunch from home. Drinks will be provided at the zoo.

Please have your child wear comfortable walking shoes, a hat, and sunscreen. A fee of \$2.50 is needed to cover the cost of the bus transportation. Please send it along with the permission slip below.

We will need 5 parent volunteers to accompany us. To volunteer, please contact Mrs. Patterson through the school office at 555-9871.

.....
I, _____ (Parent's name) give permission for my child,
_____ (Child's name) to attend the field trip to the
San Francisco Zoo on Wednesday April 5.
_____ (Parent's signature) _____ (Date)

Answer the questions.

1. Can a child who arrives at school at 9:15 on Wednesday go on the field trip?
2. How much is the fee? What is it for?
3. What does your child need to bring from home?
4. What does your child need to wear?
5. How many parent volunteers are needed?
6. What do you think the parent volunteers will do?
7. Which part of this letter do you return?
8. What does it mean to give permission?

Answer the Questions

1. How often does your child go on field trips?
2. What places do schoolchildren go on field trips?
3. What is the name of the nearest zoo?
4. Have you ever gone to the zoo with your child? If yes, what did you see?
5. Do you ever volunteer to go on field trips?
6. Why is it easier to watch a small group of children than a large group?
7. Has your child ever gotten lost?
8. How does someone feel when a child gets lost?
9. Why do some children wander away from a group?
10. Where are some places that children can get lost?

Topics for Discussion or Writing

1. What can you do so that your child doesn't get lost?
Have you talked to your child about what to do if he or she can't find you?
2. What would you do if your child was lost?
3. How can parent volunteers help in class? Have you ever volunteered?

Lesson 7

1. How often do you get your child's report card?
2. What subjects are graded on your child's report card?

The Report Card



Roza walks outside and unlocks her mailbox. She picks up the telephone bill, some ads, and a letter from North Bay Elementary School. Roza's daughter, Sonya, is a student there. Roza opens the envelope. It is Sonya's report card.

Sonya gets three report cards a year. The report card shows how Sonya is doing in school. Roza doesn't read English very well. Roza can read some of the letters and numbers on the report card, but she doesn't understand what they mean.

There are also a lot of comments from Sonya's teacher. Roza can't understand the teacher's comments.

She needs a dictionary. Is this a good report card or not? What does everything mean? Roza understood Sonya's last two report cards. She got them at a conference with the teacher. A translator was there to explain everything. But today there is no translator. Roza is alone.

Roza thinks about asking a neighbor to read Sonya's report card. But she doesn't want a neighbor to know what the teacher says about her daughter. A report card is personal. She can ask Sonya to read the report card. But what if Sonya doesn't tell her everything? Roza holds the report card in her hand. She doesn't know what to do.



Answer the Questions

1. What is in Roza's mailbox?
2. How many report cards does Sonya get a year?
3. What does the report card show?
4. Does Roza understand what the letters and numbers mean?
5. Where did Roza get the last two report cards?
6. Who was there to explain everything?
7. Why doesn't Roza want to ask a neighbor to read Sonya's report card?
8. Does Roza want Sonya to read the report card to her?

Complete the Story

another	explain	letters	report	translator
daughter	know	questions	school	writes

Today Roza is going to North Bay Elementary School. She is there to talk to the teacher and get her daughter's _____ card.
1
Roza shakes hands with the teacher, Miss Baxter. She also meets _____ person. His name is Mr. Sergeev, and he is the
2
_____. He is there to help Roza understand the report
3
card. He can help her ask any _____.
4

The report card tells how Roza's daughter is doing in
_____. Roza doesn't read English very well. She can read
5
some of the _____ and numbers on this report card, but
6
she doesn't understand what they mean. Mr. Sergeev is there to
_____ everything to her.
7

The teacher _____ comments on the report card about
8
Roza's _____. Mr. Sergeev helps Roza and Miss Baxter
9
communicate. They are happy to have him. They wouldn't
_____ what to do without a translator.
10

Make a List

What questions can a parent ask a teacher about a child's report card? What can the teacher ask a parent?

1. A parent can ask, "How is my child doing in reading?"
2. _____
3. _____
4. A teacher can ask, _____
5. _____
6. _____

Talking about a Report Card

Practice the dialog with a partner.

What's wrong? You look confused.

I don't understand something about this report card.

What is it? Maybe I can help you.

It's a letter for a citizenship grade. It says G.

The G means "Good."

OK. What does the number 3 mean over here?

Let's look at the report card and see if the number is explained.



Sonya's Report Card

Read these comments from the teacher on Sonya's report card.

Teacher Comments:

Sonya is making great progress this year in reading and writing. She is an organized student and finishes her work on time. She also enjoys writing stories and then reading them aloud.

Math is sometimes a problem for Sonya. She needs to slow down and work more carefully. In class, I encourage her to check her work before she hands it in. Please continue to practice math with her at home. It will help a lot.

I enjoy having Sonya in our class. She is a very good citizen and is well liked by the other children.

Answer the questions.

1. In what areas is Sonya making great progress?
2. Is Sonya often late completing her work?
3. What does Sonya enjoy doing?
4. What is sometimes a problem for Sonya?
5. What does Sonya's teacher do in class?
6. What does the teacher ask Sonya's parents to continue at home?
7. Do the other children like Sonya?
8. How do you think Sonya's parents feel after reading these comments?

Answer the Questions

1. Is your child's report card hand delivered or mailed?
2. When does your child get a report card?
3. What is the first thing you look for on a report card?
4. Is the report card difficult or easy to understand?
5. What kind of questions do you have about a report card?
6. Does your child's school offer translators if necessary?
7. Do you discuss the report card with your child? With the teacher?
8. What do you do if your child has a good report card?
9. What do you do if your child doesn't have a good report card?
10. Do you ever show your child's report card to other people?

Topics for Discussion or Writing

1. Describe the report card your child's school uses. What do the letters, numbers, or check marks mean?
2. What part of your child's report card is the most important to you? Why?
3. Do you always agree with everything a teacher writes on a report card? Why or why not?

Lesson 8

1. What are some places that have after-school programs?
2. What activities do after-school programs offer?

After-School Care



School is over at 2:45 P.M. The bell rings and the children leave their classrooms. Some children walk home. Some children get on buses because they don't live near the school. Sovann and other children stay at school because they go to after-school care.

Sovann usually stays at school until about 5:30 P.M. Sovann's father and mother work. They don't want Sovann to be home alone in the afternoon. Many children from Sovann's class and other classes go to after-school care.

After-school care is different from school. Adults are there to help, but children can play outside. Sovann likes to go out on the playground after school. He likes to play ball with his friend Eli.



When he gets tired, he goes inside. He sits at a table and does his homework. He doesn't want to have too much homework to finish at home.

At 5:30, Sovann's father picks him up. Sovann and his father are happy to see each other. Sovann is ready to go home. He is hungry for dinner. It's been a long day.

Answer the Questions

1. What time is school over?
2. What happens when the bell rings?
3. How do the children get home?
4. What does Sovann do?
5. How late does Sovann usually stay at school?
6. Why don't Sovann's parents want him to go home after school?
7. Is after-school care the same as school?
8. Who does Sovann like to play ball with?
9. Why does Sovann do his homework at after-school care?
10. How does Sovann get home?

Check the Sentence That Means the Same

1. School is over at 2:45 P.M.

___ a. Classes begin at 2:45 P.M.

___ b. Classes end at 2:45 P.M.

2. Sovann's father and mother work.

___ a. Sovann's parents have jobs.

___ b. Sovann's parents don't have jobs.

3. They don't want Sovann to be home alone in the afternoon.

___ a. They don't want Sovann to be by himself.

___ b. They don't want Sovann to have friends in the house.

4. He doesn't want to have too much homework to do at home.

___ a. He likes doing homework at home.

___ b. He doesn't like doing homework at home.

5. At 5:30, Sovann's father picks him up.

___ a. Sovann's father drops him off at 5:30.

___ b. Sovann's father comes to get him at 5:30.

6. It's been a long day.

___ a. It feels like a lot of time has passed.

___ b. It feels like a little time has passed.

Write Some Reasons

Why do some parents think an after-school program is a good idea? Why do some children think after-school care is a good idea?

1. Some parents think
2. _____
3. _____
4. Some children think
5. _____
6. _____

Staying Late

Practice the dialog with a partner.

Hello. How can I help you?

I need to pick up my son a little late today.

What time will you be here?

Probably about five forty-five instead of five thirty. I need to work late.

Please remember that we close at six o'clock.

I understand. Oh, please tell my son that I'll be there soon.

No problem. He's right here. I'll tell him.



After-School Program Rules

Read this information for parents about the after-school care program.

Shady Tree  Elementary

After-School Program Rules

The after-school care program is open Monday through Friday from 3:00 to 6:00 P.M.

All children need to be picked up by 6:00 P.M.

- There are no exceptions. If a child is not picked up, then emergency contacts will be called.
- Parents who are late may be charged a late fee.
- If parents are often late, their child may be withdrawn from the program.
- The after-school program is closed on holidays and during winter break.

Write the answers.

1. What time does the after-school program begin? _____
2. By what time do children need to be picked up? _____
3. Who is called if a child is not picked up? _____
4. What can happen if parents are often late? _____
5. Is the after-school program open on Memorial Day? _____
6. How many hours can a child spend in after-school care in one week? _____
7. Can children go to after-school care during winter break?

Problem Solving

Your 8-year-old child gets out of school at 2:30. You don't get home from work until 4:00. What can you do? Put a check next to the good ideas. Write other good ideas below.

- ___ 1. I can enroll my child in an after-school program.
- ___ 2. I can let my child stay home alone for a while.
- ___ 3. I can find a babysitter.
- ___ 4. I can have my child visit a friend after school.
- ___ 5. I can tell my child to wait for me near the school.
- ___ 6. I can tell my child to help the teacher after school.
- ___ 7. I can ask another parent to pick up my child.
- ☒ 8. I can _____.
- ☒ 9. I can _____.

Topics for Discussion or Writing

- 1. At what age do you think it is safe for a child to be home alone after school?
- 2. Why do parents worry about a child who is home alone?
What can happen if a child is left alone?

Lesson 9

1. What are some things that can hurt a child's feelings?
2. How can you tell when your child is upset?

Hurt Feelings at School



Inés returns home from school and puts down her backpack. She doesn't say hello to anyone. She doesn't go to the kitchen for a snack. She walks straight to her bedroom and closes the door.

Inés's father hears her crying. He knocks on her door and then opens it. Inés is sitting on the floor. She is crying. Her father puts his hand on her shoulder. He asks, "Inés, why are you crying?"

Inés explains that two girls at school are teasing her. They make fun of her clothes. They call her bad names. Inés says, "They tell me I am stupid and ugly."

Inés says that she does not make fun of them. She does not call them bad names. Inés says, "Those girls hurt my feelings every day! I don't want to go to school anymore. They are making my life miserable."



Inés's father feels furious. He wants to call the principal immediately. He says the girls are breaking a school rule. The rule says you must treat other people with respect. He says, "You are not stupid or ugly. You don't have to listen to that. Who are these girls? What are their names?"

Inés says, "No, Dad. Then it will be worse. Just forget about it."

Answer the Questions

1. Where does Inés go when she returns home from school?
2. What does Inés's father hear?
3. What does Inés's father do?
4. How many girls are teasing Inés?
5. What do the girls make fun of?
6. What do the girls call her?
7. What are they doing to Inés's life?
8. Who does Inés's father want to call immediately?
9. What rule are the girls breaking?
10. Does Inés tell her father the girls' names?

Which Category Is It?

angry	depressed	furious	notebook
backpack	door	lunchbox	pencils
ceiling	floor	miserable	window

School Supplies

Emotions

Parts of a Room

- | | | |
|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |

Matching

Match the parts of the sentences.

- | | |
|---------------------------------|-----------------------------|
| _____ 1. She does not call | a. to go to school anymore. |
| _____ 2. Inés's father hears | b. her life miserable. |
| _____ 3. The girls are breaking | c. on the floor. |
| _____ 4. She doesn't want | d. them bad names. |
| _____ 5. They are making | e. her bedroom. |
| _____ 6. She walks straight to | f. her crying. |
| _____ 7. Inés is sitting | g. a school rule. |

What Happened First?

Put these events in order.

- _____ Her father hears Inés crying.
- _____ Inés says, "I don't want to go to school anymore."
- 1 Inés returns home from school and puts down her backpack.
- _____ Inés's father wants to call the principal immediately.
- _____ Inés says, "Just forget about it."
- _____ Inés walks straight to her bedroom and closes the door.
- _____ Inés explains that two girls at school are teasing her.

Reporting a Problem

Practice the dialog with a partner.

This is the principal speaking. What can I do for you?

I'm calling to report a problem at school.

What kind of problem?

Two girls at school are harassing my daughter.

That is a problem. Harassment is against school rules.

My daughter is very upset. They're making her life miserable.

Thanks for reporting this. Now please give me more information about what's happening.



Check the Behaviors

What are some mean things children do and say? Put a check next to things schoolchildren do to be mean. Write other mean actions below.

____ call someone names

____ pull someone's hair

____ hit someone

____ steal from someone

____ help someone up

____ make fun of someone

____ push someone down

____ share with someone

What Is Happening to These Students?

1.



2.



3.



4.



1. _____

2. _____

3. _____

4. _____

Problem Solving

Two children at school are teasing your child. Your child is upset but doesn't want you to do anything about it. What can you do? Put a check next to the good ideas. Write other good ideas below.

- ☐ 1. I can call each child's parents and complain.
- ☐ 2. I can ignore the problem. All kids get teased sometimes.
- ☐ 3. I can transfer my child to another school.
- ☐ 4. I can tell the two children to leave my child alone.
- ☐ 5. I can report the problem to the principal.
- ☐ 6. I can teach my child to fight back.
- ☐ 7. I can call the police.
- ☒ 8. I can _____.
- ☒ 9. I can _____.

Topics for Discussion or Writing

1. What does your child usually do after school? How do you know when something is bothering your child?
2. Did anyone tease you when you were a child? If yes, what did they tease you about? How did you handle it?
3. In your opinion, is teasing serious enough to report to a teacher or principal? If not, what kind of problem is serious enough?

Lesson 10

1. What math skills do children learn in school?
2. Why should children learn multiplication?

He Can't Do Multiplication



Pavel has a difficult homework assignment. He needs to correct all the wrong answers on his multiplication test. How can Pavel correct his test? He doesn't know the answers!

Pavel doesn't like multiplication. He counts on his fingers. He uses a pencil and paper. He can't remember the answers.

"Help me," says Pavel to his father. "I don't get it. What is 4×8 ? Is it 30? Is it 32? I don't remember."

"Pavel," says his father. "You need to memorize the answers to multiplication. I think multiplication is fun!"

Pavel's father goes to the store and buys multiplication flash cards. Every evening Pavel and his father practice with the flash cards. Soon Pavel learns multiplication. He doesn't have to count on his fingers. He doesn't have to use a paper and pencil. He can remember the answers.



After the next multiplication test, Pavel doesn't have a homework assignment. He doesn't have any wrong answers. All of his answers are right. Now Pavel agrees with his father. Multiplication is fun!

Answer the Questions

1. What is Pavel's homework assignment?
2. Does Pavel like multiplication?
3. How does Pavel do multiplication?
4. Who does Pavel ask for help with his multiplication?
5. What does Pavel's father say that he needs to do?
6. What does Pavel's father buy?
7. How often do Pavel and his father practice with the flash cards?
8. Does Pavel learn multiplication?
9. Why doesn't Pavel have a homework assignment after the next test?

Complete the Story

addition	assignment	fingers	needs	remember
answers	doesn't	flash cards	practice	wrong

Alisha has a difficult homework assignment. She needs to correct her addition test. She got many _____₁ answers. How can she do the assignment? She doesn't know the _____₂.

Alisha doesn't like doing _____₃. She can't _____₄ the answer for $5 + 4$. She can't add in her head. She counts on her _____₅.

Alisha's mother says she _____₆ to memorize the answers to addition. She buys a package of addition _____₇. Every morning Alisha and her mother _____₈ with the flash cards. Soon Alisha knows the answers quickly. She doesn't have to count on her fingers.

After the next addition test, Alisha doesn't have a homework _____₉. She _____₁₀ have any wrong answers. Addition is fun!

Make a List

Pavel doesn't like multiplication. What other subjects don't children like, and why? What can you do to help?

1. _____

2. _____

3. _____

Practicing Multiplication

Practice the dialog with a partner.

What is 7×6 ?

I can't remember.

Do you remember 6×7 ?

Yes. The answer is 42.

Well, 7×6 is the same as 6×7 .

Oh, I understand. So 7×6 is also 42.

That's right!

Ask me another one.

OK. What is 3×9 ?

I know that! It's 27.



Parent-Teacher Conference

Listen to the comments from Alisha's teacher to her parents at conference time.

Every week we have a timed addition test. We give the students five minutes to answer fifty addition problems. Alisha has a very hard time. She is unsure of the answers, feels nervous, and starts guessing. Don't worry. Several of the students are having a difficult time with this. I suggest that you continue to practice basic addition facts with her at home. You can borrow a set of flash cards from the classroom if you like. It's important that Alisha feel confident about solving problems now and in the future. She can do it!

Write the answers.

1. How often do the students have a timed test? _____
2. How many minutes do they have? _____
3. How many questions do they need to answer? _____
4. How does Alisha do? _____
5. What does Alisha do when she does not know the answer?

6. What does the teacher suggest Alisha's parents do?

7. What does the teacher say is important? _____

Problem Solving

Your child doesn't like a subject at school. What can you do? Put a check next to the good ideas. Write other good ideas below.

- ___ 1. I can talk to the teacher and get more help.
- ___ 2. I can work on the subject with my child at home.
- ___ 3. I can find out why my child doesn't like the subject.
- ___ 4. I can tell my child that he or she isn't very smart.
- ___ 5. I can tell my child that I didn't like the subject either.
- ___ 6. I can find ways to make the subject more interesting.
- ✓ 7. I can _____.
- ✓ 8. I can _____.

Topics for Discussion or Writing

1. Did you have a difficult time with something in school? What did you do to improve?
2. How can you help your child feel more confident about something that is difficult?
3. Is it important to do something about a problem your child has in school? Why or why not?

Lesson 11

1. How do some children misbehave at school?
2. When is it OK to talk in class?

She Talks Too Much



Justine is a very popular girl. Justine likes everyone, and everyone likes her. She is also very smart. But Justine has one problem. She's always talking in class. Justine turns to her left and talks to Matt. She turns to her right and talks to Becky.

Miss Campos, the teacher, wants Justine to behave in class. She moves Justine from seat to seat because Justine's always talking. But Justine finds someone to talk to wherever she sits.

One day Miss Campos moves Justine next to Albert. Albert is the quietest boy in the class. He never talks.

But after a few minutes, Justine is talking to Albert. They are good friends now. Albert is busy talking and listening to Justine.



Now Miss Campos is angry. She tells Justine that sometimes it's OK to talk in class. But other times she needs to listen. "When you are talking, you are not listening," says Miss Campos. "I have to repeat things for you. And I don't appreciate that."

Justine says that she is very sorry. She says that she isn't going to talk anymore. Miss Campos says, "Thank you, Justine. I'm going to give you one more chance. But this is it. If you can't be quiet, then you can sit at a table alone."

Answer the Questions

1. What is Justine's problem?
2. What does Miss Campos want Justine to do?
3. Where does Miss Campos tell Justine to sit?
4. Does Albert always talk?
5. What happens after a few minutes?
6. How does Miss Campos feel?
7. What is Justine not doing if she is talking?
8. What does Justine say?
9. What does Miss Campos give Justine?
10. Where can Justine sit if she can't be quiet?

Check the Sentence That Means the Same

1. Justine is a very popular girl.

___ a. Everyone likes Justine.

___ b. Justine likes everyone.

2. The teacher wants Justine to behave in class.

___ a. The teacher wants Justine to be quiet and listen.

___ b. The teacher wants Justine to talk and have a good time.

3. Albert is the quietest boy in the class.

___ a. Albert doesn't make a lot of noise.

___ b. Albert talks a lot.

4. When you are talking, you are not listening.

___ a. You can talk and listen at the same time.

___ b. You can't talk and listen at the same time.

5. She's going to give Justine one more chance.

___ a. She is moving Justine right now.

___ b. She will move Justine if she talks again.

6. If you can't be quiet, then you can sit at a table alone.

___ a. You can sit by yourself if you don't stop talking.

___ b. You can sit with Matt and Becky again.

What Happened First?

Put these events in order.

- _____ One day Miss Campos moves Justine next to Albert.
- _____ The teacher moves Justine from seat to seat.
- _____ Miss Campos is very angry.
- 1 Justine likes everyone, and everyone likes her.
- _____ After a few minutes, Justine is talking to Albert.
- _____ Miss Campos gives Justine one more chance.
- _____ Justine says that she is very sorry.

You Aren't Listening

Practice the dialog with a partner.

Excuse me—are you listening?

Yes, Miss Campos. I'm listening.

OK, what did I just say?

I don't know.

You don't know because you weren't listening. You were talking. Now I need to repeat what I said.

I'm sorry. I'm ready to listen now.

If you don't pay attention in class, I will have to talk to your parents.



A Note from the Teacher

You are Justine's parent. You get this note from her teacher.
Read it.

Dear Mr. and Mrs. Cassatt,

Justine did not obey our classroom rule about not talking today. I had to remind her three times to be quiet while the other students were busy listening and working. After that, as you know, I must write a note to inform you of the problem.

Justine is a wonderful girl, and everyone enjoys her company. However, she has a problem of making conversation with other students at inappropriate times. Thank you for your concern.

Sincerely,

Miss Campos

Miss Campos

Write a note back to the teacher. Think about what you will say and how you can help Justine behave better in class.

Dear Miss Campos,

Answer the Questions

1. Does your child talk a lot, or is your child quiet?
2. Who does your child sit next to in class?
3. Is your child allowed to sit next to friends?
4. Does your child's teacher sometimes move seats around?
5. What are the rules about talking in your child's class?
6. What does your child's teacher get angry about?
7. How does your child's teacher discipline a student?
8. What is a polite way to ask a child to stop talking?
9. What is an impolite way to ask a child to stop talking?
10. Have you ever gotten a note from your child's teacher?
11. How do you discipline your child at home?

Topics for Discussion or Writing

1. If you were Justine's teacher, how would you help Justine change her behavior?
2. What is another behavior problem a child can have at school? How can you solve it?
3. Do you think talking a lot in class is a serious problem? Why or why not?

Lesson 12

1. What do children like to do together after school?
2. Do you have rules about your child visiting friends?

Invitation to a Friend's House



John and Shiro are very good friends at school. They get along well. John invites Shiro to come over to his house tomorrow. They can play together after school.

Shiro feels very excited. When he comes home, he tells his father about his invitation to go to John's house. "John is very nice," says Shiro. "He has a big dog and a lot of computer games!"

Shiro's father feels uncomfortable. He doesn't know John. He doesn't know where John lives. Is a parent at John's house to watch the boys? Is John's neighborhood safe? What if the dog bites? Also, Shiro's father doesn't like him to play a lot of computer games.

Shiro's father says, "I don't like this idea. We have a rule about not going to other people's houses." He doesn't want Shiro to go to John's house. He wants his son to come home after school.



Shiro is safe at home. "You can play with John at school," Shiro's father says. "That's enough time together."

Shiro is very upset. "What do I tell John?" he asks.

Shiro's father has this rule for a reason. He doesn't want anything bad to happen to his son. "I'm sorry to disappoint you," Shiro's father says. "I don't want to hurt John's feelings. But you have to tell him that's our rule."

Answer the Questions

1. How do John and Shiro get along?
2. When does John want Shiro to come over?
3. How does Shiro feel when he comes home?
4. What kind of pet does John have?
5. How does Shiro's father feel?
6. Does Shiro's father know John?
7. What does Shiro's father have a rule about?
8. Where does Shiro's father want his son to go after school?
9. Where can Shiro play with John?
10. What is the reason that Shiro's father has this rule?

Which Category Is It?

apartment

dog

house

townhouse

cat

excited

mobile home

turtle

disappointed

fish

sorry

uncomfortable

Places to Live

Pets

Emotions

1. _____

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

3. _____

3. _____

4. _____

4. _____

4. _____

Same Meaning

Copy the sentence from the story that has the same meaning.

1. John asks Shiro to come for a visit tomorrow.

2. He does not know what John's address is.

3. I don't want to make John feel bad.

Write Some Reasons

Write some things that your family has rules about.

Explain why each rule is important.

1. I don't let my child visit people that I don't know.
I worry less if he is with people I already know.
2. _____

3. _____

Questions and Answers

Here are some answers that Shiro has for his father. Write the questions for his father to ask. Write more questions that a parent might ask, and answer them. Then practice asking and answering questions with a partner.

Father

Shiro

- | | |
|-------------------------------------|-----------------------------|
| 1. <u>What are you going to do?</u> | We're going to play games. |
| 2. _____ | He lives in Oak Park. |
| 3. _____ | I think his mom is at home. |
| 4. _____ | _____ |
| 5. _____ | _____ |

A Message from Mrs. Anderson

Listen to the message from John's mother to Shiro's parents on their answering machine.

Hello, Mr. and Mrs. Yoshimura. This is Kathleen Anderson. My son John and your son Shiro are friends at school. I'm calling to invite Shiro to come over and play with John after school tomorrow. If you feel comfortable, Shiro can ride the bus with John to our house. Also, I'm working until about five o'clock. There will be a babysitter here in the afternoon—Lisa. She's great. Anyway, I'll be home after that. And I don't mind driving Shiro home whenever you need him. We would be happy to have him. You can call me at home this evening: 555-7410.

Thanks. Bye.

Write the answers.

1. What is the caller's name? _____
 2. Why is she calling? _____
 3. How can Shiro get to John's house? _____
 4. Where is the mother before 5:00? _____
 5. Who is home in the afternoon? _____
 6. How can Shiro get home? _____
 7. What is Mrs. Anderson's telephone number? _____
 8. What do you think Shiro's father will say? Why? _____
- _____

Answer the Questions

1. Who are your child's friends at school?
2. Do you know the families of your child's friends?
3. Does your child play with any children outside of school?
4. Do you prefer your child to play with other children in your home or somewhere else?
5. How do you feel about your child playing computer games?
6. Does your child play with friends at school?
7. How many children live in your neighborhood?
8. How often does your child get invited to a friend's house?
9. What rules do you talk about with your child before he or she visits another family?

Topics for Discussion or Writing

1. What concerns do you have about your child visiting another child's home? What do you not allow your child to do?
2. What is a good way to get to know the parents of your child's friends? How do some people help you feel comfortable?
3. How do you say no to an invitation without hurting someone's feelings?

Lesson 13

1. What kind of clothes does your child like to wear?
2. Does your child's school have a dress code?

The School Dress Code



Kiara goes to Lincoln Elementary School. Most of the students at Lincoln follow the dress code. The school colors are blue and white. Kiara wears a white blouse and blue pants or a blue skirt to school. She doesn't spend a lot of time looking in her closet every morning. Getting dressed for school is fast and easy.

Students don't have to follow the dress code. It's voluntary. Parents can decide if they want their children to follow the dress code or not. Kiara's parents want her to follow the dress code. They like their daughter to dress like the other children.

One of Kiara's friends never follows the dress code. Her name is Shannon.

Shannon's parents don't think a dress code is important. Shannon doesn't wear blue and white clothes. Shannon's clothes are red, yellow, green, purple, and orange! Her clothes look colorful and very stylish.

Kiara wants to dress like Shannon. She doesn't want to follow the dress code. She is tired of blue and white. It's boring to wear the same colors and the same clothes day after day. Kiara wants her parents to say that she doesn't have to follow the dress code. She wants to wear clothes that are colorful and stylish too.



Answer the Questions

1. What is the name of Kiara's school?
2. How do most students at Lincoln dress?
3. What does Kiara wear to school?
4. What do Kiara's parents want her to do?
5. Who never follows the dress code?
6. How do Shannon's clothes look?
7. How does Kiara feel about blue and white?
8. What kind of clothes does Kiara want?

Complete the Story

casual
code

decide
easy

follow
pants

parents
red

tired
voluntary

Sean goes to Jefferson Elementary School. Most of the students follow the school dress _____. The colors are _____ and brown. Sean wears a red shirt and brown _____. Getting dressed is fast and _____.

Students don't have to follow the dress code. It's _____. Parents can decide if they want their children to _____ the dress code or not. Sean's _____ want him to follow the dress code.

One of Sean's friends never follows the dress code. His name is Keenan. Keenan wears funny T-shirts and old jeans. His clothes are very _____.

Sean wants to dress like Keenan. He is _____ of red and brown. Sean wants his parents to _____ that he doesn't have to follow the dress code.

Write Some Reasons

What do some parents think about their children following a dress code at school? Do they like the idea? Why or why not? What do some children think about dress codes?

1. Some parents think_____.
2. _____.
3. _____.
4. Some children think_____.
5. _____.
6. _____.

Looking for School Clothes

Practice the dialog with a partner.

I think we need to buy you some new school clothes.

Why? What's wrong with what I'm wearing?

You need to wear a white shirt to school.

Is this T-shirt okay?

No, it isn't. You need a shirt with a collar.

I have a green and white shirt with a collar.

Sorry, it needs to be all white.

Then we need to go shopping. I don't have one.

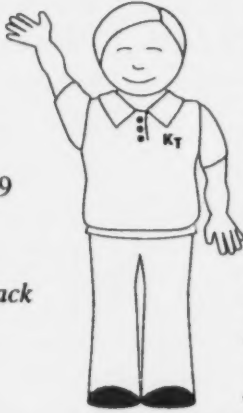


On Sale

Read the ad for dress-code clothing for school.

School Uniform Sale at Kid Town!

Dress your child in comfortable, stylish school clothes that fit right and last a long time. Everything is machine washable.



Girls: Jumpers \$16.99, Skirts \$13.99, Pants \$18.99, Polo shirts \$11.99

Boys: Pants \$18.99, Shorts \$13.99, Polo shirts \$11.99

Colors available in tops: white, hunter green, navy blue, red, gold

Bottoms come in khaki, navy blue, hunter green, and black

Sizes: 8 to 20 regular, slim, and husky

Check our catalog or Web site for additional items.

Answer the questions.

1. What is the name of the store in this ad?
2. What is on sale?
3. How do you clean these clothes?
4. What item for girls costs \$13.99?
5. How much are pants for boys?
6. Are boys' and girls' polo shirts the same price?
7. What sizes are available?
8. Do tops come in black?
9. Where can you look for other types of clothing?

Problem Solving

Your child complains and doesn't want to follow the school dress code. What can you do? Put a check next to the good ideas. Write other good ideas on the lines below.

- ___ 1. I can explain why the dress code is a good idea.
- ___ 2. I can find my child a school that doesn't have a dress code.
- ___ 3. I can try to convince all parents to support the dress code.
- ___ 4. I can punish my child for not following the dress code.
- ___ 5. I can allow my child to sometimes wear something more colorful, stylish, or casual.
- ___ 6. I can agree and tell my child the dress code isn't important.
- ___ 7. I can call the school principal for advice.
- ☒ 8. I can _____.
- ☒ 9. I can _____.

Topics for Discussion or Writing

1. How can following the school dress code help a child? How can it help parents?
2. Do any schools in your community have a dress code or uniform? What do the students wear? What kind of clothing is not allowed?

Lesson 14

1. Has your child ever been hurt at school? How?
2. What are some safety rules on the school playground?

Playground Safety



It's recess time, and Renata and Alice are playing outside on the playground. They are jumping rope. But it's very cold today, and Renata isn't wearing her jacket. She wants to go back to her classroom and put it on. She has to hurry. Recess is almost over. Renata starts to run back to her class.

Mrs. Russo is watching the students on the playground. She sees Renata running and says, "Walk, please! Running on the playground is against school rules. If you fall down, you can get hurt."

The blacktop on the playground is hard. Running is dangerous there. Renata remembers the rule and walks the rest of the way.

Renata goes inside and puts on her jacket. She looks at the clock.

There are only five more minutes of recess. Her friend Alice is waiting for her. Renata forgets about Mrs. Russo's warning. She starts running, but then she slips and falls down. She scrapes her knee. It hurts a lot.

Mrs. Russo sees Renata sitting on the blacktop holding her knee. Renata is crying. "I'm sorry you fell down," Mrs. Russo says. "Remember, no running on the playground. It's dangerous. You need to go to the nurse's office. She'll put a bandage on your knee."



Answer the Questions

1. What are Renata and Alice doing at recess time?
2. How is the weather today?
3. Why does Renata want to go back to her classroom?
4. Why does Renata have to hurry?
5. Who is watching the students on the playground?
6. What does Mrs. Russo say is against school rules?
7. What does Renata forget?
8. What happens to Renata?
9. What does Renata need for her knee?

Check the Sentence That Means the Same

1. It's recess time, and Renata and Alice are playing outside.

___ a. Renata and Alice are playing before school.

___ b. Renata and Alice are playing during a break from class time.

2. It's very cold today, and Renata isn't wearing her jacket.

___ a. Renata needs a jacket, but she isn't wearing one.

___ b. It's too warm for a jacket today.

3. Running on the playground is against school rules.

___ a. It's OK to run on the playground sometimes.

___ b. It's not OK to run on the playground.

4. Renata forgets about Mrs. Russo's warning.

___ a. Renata doesn't like Mrs. Russo.

___ b. Renata doesn't remember what Mrs. Russo said.

5. You need a bandage for your knee.

___ a. You need to put on your jacket.

___ b. You need something to cover the scrape on your knee.

What Happened First?

Put these events in order.

- _____ Renata puts on her jacket.
- 1 _____ Renata and Alice are jumping rope.
- _____ Renata is crying.
- _____ Mrs. Russo says, "You need to go to the nurse's office."
- _____ Renata wants to go back to her classroom for a jacket.
- _____ Renata slips and falls down.
- _____ Mrs. Russo says, "Walk, please."

Reporting an Injury

Practice the dialog with a partner.

Are you OK?

No, I hurt my elbow and my knee.

Ouch!

What happened?

I was running, and then I slipped and fell.

Running is dangerous on the playground. The blacktop is hard!

I wasn't thinking. I was in a hurry.

Do you need to see the nurse?

Yes. I need bandages for these scrapes.

Stand up and I will help you inside.



Check the Body Parts

There are many body parts that children sometimes injure. Put a check next to places where children are most often injured. Write other places for injuries below.

____ eye

____ head

____ nose

____ neck

____ knee

____ leg

____ back

____ shoulder

____ elbow

____ arm

____ mouth

____ hand

How Did These Children Get Hurt?

1.



2.



3.



4.



1. _____

2. _____

3. _____

4. _____

Answer the Questions

1. What does your child like to do at recess?
2. How long is recess?
3. What does your child wear to school when it's cold?
4. Who usually watches your child during recess?
5. Does your child's school have a blacktop playground?
6. Does your child like to run on the playground?
7. What is your child's favorite part of the playground?
8. Does your child's school have a grassy or sandy field?
9. What kind of warnings do children get on the playground?
10. Does your child ever get hurt at school? How?
11. Does your child sometimes come home from school wearing a bandage?

Topics for Discussion or Writing

1. Should children follow safety rules on the playground? Why or why not?
2. What is the playground at your child's school like? Is it a safe area for children to play? Why or why not?
3. What other injuries can happen to a knee besides a scrape? Which injuries are the most serious?

Lesson 15

1. How often is your child absent from school?
2. What are some good reasons to be absent from school?

She's Always Absent



Chau is a fifth-grade student at Pacific Elementary School. Chau is a very healthy girl. She isn't sick very often. But Chau is absent from school a lot. Sometimes she stays home to help take care of her younger brother and sister. Sometimes she goes with her grandmother to the doctor. Chau speaks English very well. She translates for her grandmother and the doctor.

Chau usually misses one day of school a week. That adds up to many days during the school year. These absences are unexcused. That means she does not have an acceptable reason to be absent.

Chau doesn't learn everything the other children learn. She misses important lessons in class. She misses student activities and homework assignments. She is always confused when she returns to class.

Chau's teacher is very worried. Chau is a very intelligent girl. But she can't advance to the sixth grade if she is absent so much. She may need to repeat the fifth grade.

The principal is concerned too. She plans to visit Chau's parents at home. She will bring a translator and explain that Chau needs to be in school every day. Her education is very important.



Answer the Questions

1. What is the name of Chau's school?
2. Is Chau sick very often?
3. Who does Chau help take care of?
4. Where does Chau go with her grandmother?
5. What does Chau do for her grandmother?
6. How much school does Chau miss?
7. Why are her absences unexcused?
8. What does Chau miss in class?
9. What grade may Chau need to repeat?
10. Who does the principal plan to visit?

Check the Sentence That Means the Same

1. Chau is absent from school a lot.

- ☐ a. Chau misses many days of school.
- ☐ b. Chau misses only a few days of school.

2. Chau translates for her grandmother and the doctor.

- ☐ a. Chau helps her grandmother walk to the doctor.
- ☐ b. Chau helps her grandmother and the doctor understand each other.

3. These absences are unexcused.

- ☐ a. She has an acceptable reason to be absent.
- ☐ b. She does not have an acceptable reason to be absent.

4. She is always confused when she returns to class.

- ☐ a. She doesn't know what the other students are doing.
- ☐ b. She comes back with her homework assignments.

5. She may need to repeat the fifth grade.

- ☐ a. She may need to be in the fifth grade again next year.
- ☐ b. She may need to go back to the fourth grade.

Write Some Reasons

Write some reasons why children are absent from school.
Tell whether each reason is acceptable or not.

1. A child has the flu.

This is a good reason for a child to be absent.

2. _____

3. _____

Parents Discussing an Absence

Practice the dialog with a partner.

Our son has a fever this morning.

So he needs to miss school today.

Yes. Can you call the school office and report the absence?

Is that really important?

Yes, it's very important. If we don't call, the school will say it's an unexcused absence.

You're right. That isn't good.



My Son Is Absent

Read the note Nicholas's sister brings to the school office.

March 14

Please excuse my son, Nicholas Timmons, from school today. He will be absent. He has a stomachache and a fever. I am taking him to the doctor this afternoon. I don't know if he will be well enough to go to school tomorrow. Nicholas is a kindergarten student in Mr. Geoffrey's class.

Thank you,
Diane Timmons

Write the answers.

1. Who wrote this note? _____
2. Why will Nicholas be absent from school? _____
3. Can he go back to school tomorrow? _____
4. Where is Nicholas going in the afternoon? _____
5. What grade is Nicholas in? _____
6. Does Nicholas have an acceptable reason for being absent?

7. Who is Mr. Geoffrey? _____
8. How can you tell if your child has a fever? _____

Problem Solving

Your neighbor's child misses school a lot. You are worried about the child. What can you do? Put a check next to the good ideas. Write other good ideas on the lines below.

- ___ 1. I can tell the parents that education is important.
- ___ 2. I can forget about it. It's not my business.
- ___ 3. I can call the police.
- ___ 4. I can ask the child why he or she misses school.
- ___ 5. I can call the school principal for advice.
- ___ 6. I can offer to get the child's homework.
- ___ 7. I can ask the parents why the child misses school.
- ✓ ___ 8. I can _____.
- ✓ ___ 9. I can _____.

Topics for Discussion or Writing

- 1. When do some families need a child to help translate?
- 2. Why does a child sometimes need to repeat a grade in school?
- 3. What can you do if your child has to miss many days of school?

Answer Key

Lesson 1

Answer the Questions (p. 5)

- | | |
|-------------------------------------|---------------------------|
| 1. almost every day | 5. He walks. |
| 2. a bowl of cereal | 6. about 15 minutes |
| 3. cartoons | 7. She marks Alain tardy. |
| 4. turn off the TV and go to school | |

Check the Sentence That Means the Same (p. 6)

1. a, 2. b, 3. a, 4. a, 5. a, 6. b

Late for School (p. 8)

- | | |
|----------------------------------|-------------------|
| 1. He has a dentist appointment. | 4. by 10:00 or so |
| 2. 8:30 | 5. fourth |
| 3. He has a toothache. | 6. yes |

Lesson 2

Answer the Questions (p. 11)

- | | |
|-----------------------------|--|
| 1. at his desk | 6. lice and nits |
| 2. third | 7. Ben's mother |
| 3. math | 8. when the lice and nits are all gone |
| 4. His head itches. | |
| 5. to Mrs. Colwell's office | |

Complete the Story (p. 12)

- | | | |
|---------------|----------------|----------------|
| 1. other | 5. hair | 9. nits |
| 2. scratching | 6. lice | 10. completely |
| 3. itches | 7. immediately | |
| 4. nurse | 8. shampoo | |

What Happened First? (p. 13) 6, 5, 2, 3, 7, 1, 4

A Letter to Parents (p. 14)

1. pediculosis
2. through contact or when children share brushes, combs, hats, and coats
3. the school
4. itching
5. tiny white eggs
6. with special shampoo, combs, and cleaning at home
7. so other children don't catch lice
8. the school nurse
9. yes

Lesson 3

Answer the Questions (p. 17)

- | | |
|---------------------------------------|------------------------------|
| 1. Somalia | 6. no |
| 2. Arabic | 7. no one |
| 3. yes | 8. two girls in Naja's class |
| 4. a long skirt, sandals, and a scarf | 9. no |
| 5. pants and dresses | 10. sorry for her |

Which Category Is It? (p. 18)

- | Lunch Foods | Clothing | Countries |
|---------------|----------|------------------|
| 1. fruit | 1. dress | 1. China |
| 2. rice | 2. pants | 2. Mexico |
| 3. sandwiches | 3. scarf | 3. Somalia |
| 4. vegetables | 4. skirt | 4. United States |

Same Meaning (p. 18)

1. She eats alone.
2. Her native language is Arabic.
3. Naja is fluent in English.

What Are These Children Wearing? (p. 20)

- | | |
|----------------------------------|--------------------------|
| 1. long skirt, sandals, scarf | 3. dress, sweater, shoes |
| 2. shorts, T-shirt, tennis shoes | 4. pants, shirt, shoes |

Lesson 4

Answer the Questions (p. 23)

- | | |
|---------------------|--|
| 1. in the cafeteria | 5. they aren't very hungry or they don't like it |
| 2. 12:00 | 6. Vietnam |
| 3. very sad | 7. no |
| 4. four | 8. good food in garbage cans |

Complete the Story (p. 24)

- | | | | |
|----------|--------------|------------|-----------|
| 1. rules | 4. container | 7. garbage | 10. throw |
| 2. push | 5. sandwich | 8. friends | |
| 3. down | 6. pocket | 9. wait | |

What's for Lunch? (p. 26)

- | | |
|--|------------------------|
| 1. Thursday | 5. no |
| 2. Monday | 6. Thursday and Friday |
| 3. juice or milk | 7. Wednesday |
| 4. cheese pizza, green salad, pudding, juice, milk | 8. pineapple |

Lesson 5

Answer the Questions (p. 29)

- | | |
|-------------------------------------|-------------------------------------|
| 1. Ana's mother | 7. the next week |
| 2. California | 8. she reads, writes, and does math |
| 3. Ana's grandmother | 9. after one month |
| 4. a contact | 10. better |
| 5. her schoolwork | |
| 6. Ana, her mother, and Mr. Kennedy | |

Which Category Is It? (p. 30)

- | Periods of Time | Schoolwork | States in the U.S. |
|-----------------|---------------|--------------------|
| 1. day | 1. assignment | 1. California |
| 2. month | 2. lesson | 2. Florida |
| 3. week | 3. project | 3. New York |
| 4. year | 4. report | 4. Texas |

Matching (p. 30) 1. f, 2. b, 3. a, 4. g, 5. d, 6. c, 7. e

What Happened First? (p. 31) 6, 4, 2, 1, 7, 5, 3

Ana's Book Report (p. 32)

1. number 2
2. adventure story

3. Yes. The illustrator is listed.
4. Yes. She says, "and others."
5. She could tell what jungle it is, what city it is, etc.
6. No. She can describe one exciting part.
7. Yes. It's her favorite.

Lesson 6

Answer the Questions (p. 35)

1. on a field trip 4. stay with their group 7. worried
2. by bus 5. elephants 8. They were
3. four 6. sleeping more interesting.

Check the Sentence That Means the Same (p. 36)

1. a, 2. a, 3. b, 4. a, 5. a, 6. b

What Happened First? (p. 37) 4, 6, 1, 2, 7, 3, 5

Class Field Trip (p. 38)

1. no 5. 5
2. \$2.50 for bus transportation 6. Answers may vary.
3. a sack lunch 7. the permission slip
4. comfortable walking shoes, at the bottom
- a hat, and sunscreen 8. say that it's OK

Lesson 7

Answer the Questions (p. 41)

1. a telephone bill, some ads, and a letter from school
2. three
3. how Sonya is doing in school
4. no
5. at a conference with the teacher
6. a translator
7. She doesn't want a neighbor to know what the teacher says about her daughter; a report card is personal.
8. no

Complete the Story (p. 42)

1. report 4. questions 7. explain 10. know
2. another 5. school 8. writes
3. translator 6. letters 9. daughter

Sonya's Report Card (p. 44)

1. reading and writing 5. encourage her to check
2. no her work
3. writing stories and 6. practicing math with her
- reading them aloud 7. yes
4. math

Lesson 8

Answer the Questions (p. 47)

1. 2:45 P.M.
2. The children leave their classrooms.
3. Some walk home, and some get on buses.
4. He stays at school.
5. until about 5:30 P.M.
6. They don't want him to be home alone.
7. no

8. Eli

9. He doesn't want to have too much homework to finish at home.
10. His father picks him up.

Check the Sentence That Means the Same (p. 48)

1. b, 2. a, 3. a, 4. b, 5. b, 6. a

After-School Program Rules (p. 50)

1. 3:00 P.M. 5. no
2. 6:00 P.M. 6. 1.5 hours
3. emergency contacts 7. no
4. The parents may be charged a late fee, and their child may be withdrawn from the program.

Lesson 9

Answer the Questions (p. 53)

1. straight to her bedroom 7. making it miserable
2. her crying 8. the principal
3. He knocks on her door 9. the rule that says you
- and then opens it. must treat other people
4. two with respect
5. Inés's clothes 10. no
6. bad names

Which Category Is It? (p. 54)

School Supplies	Emotions	Parts of a Room
1. backpack	1. angry	1. ceiling
2. lunchbox	2. depressed	2. door
3. notebook	3. furious	3. floor
4. pencils	4. miserable	4. window

Matching (p. 54) 1. d, 2. f, 3. g, 4. a, 5. b, 6. e, 7. c

What Happened First? (p. 55) 3, 5, 1, 6, 7, 2, 4

What Is Happening to These Students? (p. 56)

1. Students are calling her names.
2. Students are laughing at him.
3. Someone is kicking his backpack.
4. Someone is pushing her.

Lesson 10

Answer the Questions (p. 59)

1. to correct wrong answers on his multiplication test
2. no
3. He counts on his fingers or uses a pencil and paper.
4. his father
5. memorize the answers
6. multiplication flash cards
7. every evening
8. yes
9. He doesn't have any wrong answers to correct.

Complete the Story (p. 60)

1. wrong 5. fingers 9. assignment
2. answers 6. needs 10. doesn't
3. addition 7. flash cards
4. remember 8. practice

Parent-Teacher Conference (p. 62)

1. every week
2. 5
3. 50
4. She has a very hard time.
5. She feels nervous and starts guessing.
6. practice addition facts with her at home
7. that Alisha feel confident about solving problems

Lesson 11**Answer the Questions (p. 65)**

1. She's always talking
2. behave in class
3. next to Albert
4. no
5. Justine is talking to Albert.
6. angry
7. listening
8. She says she is very sorry and she isn't going to talk anymore in class.
9. one more chance
10. at a table alone

Check the Sentence That Means the Same (p. 66)

1. a, 2. a, 3. a, 4. b, 5. b, 6. a

What Happened First? (p. 67) 3, 2, 5, 1, 4, 7, 6**Lesson 12****Answer the Questions (p. 71)**

1. well
2. tomorrow
3. very excited
4. a big dog
5. uncomfortable
6. no
7. not going to other people's houses
8. home
9. at school
10. He doesn't want anything bad to happen to his son.

Which Category Is It? (p. 72)

- | Places to Live | Pets | Emotions |
|----------------|-----------|------------------|
| 1. apartment | 1. cat | 1. disappointed |
| 2. house | 2. dog | 2. excited |
| 3. mobile home | 3. fish | 3. sorry |
| 4. townhouse | 4. turtle | 4. uncomfortable |

Same Meaning (p. 72)

1. John invites Shiro to come over to his house tomorrow.
2. He doesn't know where John lives.
3. I don't want to hurt John's feelings.

A Message from Mrs. Anderson (p. 74)

1. Kathleen Anderson
2. to invite Shiro over to play with John
3. He can ride the bus with John.
4. at work
5. Lisa, the babysitter
6. Mrs. Anderson will drive him.
7. 555-7410

Lesson 13**Answer the Questions (p. 77)**

1. Lincoln Elementary School
2. They follow the dress code.
3. a white blouse and blue pants or a blue skirt

4. follow the dress code
5. Shannon
6. colorful and stylish
7. She is tired of them.
8. colorful and stylish, like Shannon's

Complete the Story (p. 78)

1. code
2. red
3. pants
4. easy
5. voluntary
6. follow
7. parents
8. casual
9. tired
10. decide

On Sale (p. 80)

1. Kid Town
2. school uniforms
3. in the washing machine
4. skirts
5. \$18.99
6. yes
7. 8-20 regular, slim, and husky
8. no
9. Kid Town's catalog or web site

Lesson 14**Answer the Questions (p. 83)**

1. jumping rope
2. very cold
3. to put on her jacket
4. Recess is almost over.
5. Mrs. Russo
6. running on the playground
7. Mrs. Russo's warning
8. She slips and falls down.
9. a bandage

Check the Sentence That Means the Same (p. 84)

1. b, 2. a, 3. b, 4. b, 5. b

What Happened First? (p. 85) 4, 1, 6, 7, 2, 5, 3**How Did These Children Get Hurt? (p. 86)**

1. She fell on the blacktop.
2. He fell off the jungle gym.
3. The ball hit her in the face.
4. They ran into each other.

Lesson 15**Answer the Questions (p. 89)**

1. Pacific Elementary School
2. no
3. her younger brother and sister
4. to the doctor
5. She translates.
6. usually one day a week
7. She does not have an acceptable reason to be absent.
8. important lessons, student activities, and homework assignments
9. fifth
10. Chau's parents

Check the Sentence That Means the Same (p. 90)

1. a, 2. b, 3. b, 4. a, 5. a

My Son Is Absent (p. 92)

1. Diane Timmons, Nicholas's mother
2. He has a stomach-ache and a fever.
3. His mother doesn't know.
4. to the doctor
5. kindergarten
6. yes
7. Nicholas's teacher

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Ann Gianola

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Stories and Activities for Parents



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Ann Gianola

From Home to School 2

Stories and Activities for Parents

Workbook

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Underline the Correct Verb

1. Alain and his sister (is/are) late almost every day.
2. My son (don't/doesn't) look at the time.
3. His children (sit/sits) in front of the TV watching cartoons.
4. (Do/Does) he (forget/forgets) to turn off the TV?
5. Your child usually (arrive/arrives) a few minutes late.
6. These (isn't/aren't) very serious problems.
7. The first few minutes (is/are) very important.
8. (Do/Does) she (explain/explains) things in the morning?
9. It (is/are) disruptive when children are late.
10. (Do/Does) you (need/needs) to be on time for school?

Underline the Correct Preposition

1. My son likes to watch cartoons (in/on) the morning.
2. He doesn't look (at/on) the clock.
3. He sits (in/at) front of the TV.
4. He forgets to turn (on/off) the TV and go to school.
5. He doesn't leave until the cartoons are (under/over).
6. My son needs to be (at/on) time for school.

Complete the Sentences

again

cereal

explains

✓hear

cartoons

disruptive

happen

tardy

1. I tell my son to leave, but he doesn't hear me.
2. It is _____ when children are late for school.
3. The teacher marks him _____ every day.
4. My daughter likes to eat _____ in the morning.
5. I'm sorry. It won't _____ again.
6. Does he sit in front of the TV and watch _____?
7. Your child is late for school _____.
8. The teacher _____ many things in the morning.

Matching: Opposites

- | | | |
|----------|--------------|--------------|
| <u>g</u> | 1. slowly | a. behind |
| _____ | 2. in front | b. arrive |
| _____ | 3. forgets | c. remembers |
| _____ | 4. turns off | d. turns on |
| _____ | 5. often | e. find |
| _____ | 6. leave | f. seldom |
| _____ | 7. lose | g. quickly |

A Message from the Principal

Listen to the message from the principal. On the calendar, circle the days that Alain has been tardy.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Write the answers.

1. How many days has Alain been tardy this month? _____
2. What is the principal's extension number? _____
3. Was Alain on time on the last day of the month? _____
4. Was Alain tardy two days in a row? _____

Write the Numbers You Hear

Then write the word for each number.

- | | |
|-------------------------------------|----------|
| 1. <u>12th</u> <u>twelfth</u> _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Choose the Word That Sounds the Same

buy

four

meat

sea

two

eye

✓ here

no

sun

write

1. hear here

6. to _____

2. know _____

7. son _____

3. meet _____

8. I _____

4. right _____

9. by _____

5. for _____

10. see _____

Write Sentences about Each Picture



1. _____



2. _____

Write Short Answers

1. Is Ben doing math now? No, he isn't.
2. Are other students doing math now? Yes, _____.
3. Does his head itch? Yes, _____.
4. Can he stop scratching it? No, _____.
5. Does Ben go to the nurse? Yes, _____.
6. Does Mrs. Colwell look in Ben's eyes? No, _____.
7. Is Ben going home now? Yes, _____.
8. Can he come back to school tomorrow? No, _____.

Write the Correct Possessive Pronoun

1. **He** is scratching his head.
2. Do **they** have any lice in _____ hair?
3. **We** are sitting at _____ desks.
4. **Mrs. Colwell** is in _____ office.
5. I can't share _____ hairbrush with other people.
6. **You** need to wash _____ hair with this shampoo.

Which Category Is It?

alarmed	frightened	message	strep throat
✓ chicken pox	head lice	note	upset
e-mail	letter	stomach flu	worried

Health Problems

Communication

Emotions

- | | | |
|-----------------------|----------|----------|
| 1. <u>chicken pox</u> | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |

Matching: Meanings

- | | |
|----------------------|---------------------------|
| _____ 1. examine | a. disagreeable |
| _____ 2. treat | b. a case of head lice |
| _____ 3. unpleasant | c. look at carefully |
| _____ 4. nits | d. rub to relieve itching |
| _____ 5. pediculosis | e. hair soap |
| _____ 6. transmitted | f. deal with |
| _____ 7. scratch | g. passed along |
| _____ 8. shampoo | h. lice eggs |

Write the Numbers You Hear

Listen to the audio, and write the numbers you hear in each sentence.

- | | |
|------------------------|------------------------|
| 1. _____ minutes | 5. _____ days |
| 2. _____ to _____ days | 6. _____ week |
| 3. _____ degrees | 7. _____ to _____ days |
| 4. _____ minutes | |

Underline the Word You Hear

- | | | | |
|-------------|----------|----------------|------------|
| 1. comb | come | 9. cats | coats |
| 2. brush | bush | 10. scares | scarves |
| 3. clothing | clothes | 11. globes | gloves |
| 4. linens | lining | 12. caps | cap es |
| 5. matters | mattress | 13. helpers | helmets |
| 6. pillows | pills | 14. headphones | telephones |
| 7. towers | towels | 15. rags | rugs |
| 8. hats | hands | 16. rollers | roles |

Change the Singular to Plural

Check *s*, *z*, or *iz* to show the correct pronunciation of the final sound.

		s	z	iz
1. school nurse	<u>school nurses</u>	<u> </u>	<u> </u>	<u>✓</u>
2. itchy head	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3. important note	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4. busy office	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5. lice egg	<u> </u>	<u> </u>	<u> </u>	<u> </u>
6. worried parent	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7. small comb	<u> </u>	<u> </u>	<u> </u>	<u> </u>

Write a Check

Write a check to Fairview Pharmacy for lice shampoo and a special comb. The total amount is \$19.24.

Ira & Janice Klein 910 Smith Road Columbus, Ohio 01234		1478
Date _____		
Pay to the order of _____ \$ _____		
_____ DOLLARS		
MIDWEST SAVINGS BANK 		
For _____	<u>Janice Klein</u>	
⑆023975106⑆ 9734 6087601⑆ 1478		

Write Tag Questions

1. Naja is a fifth-grade student, isn't she _____ ?
2. They aren't the only students from Somalia, _____ ?
3. Somalia is in East Africa, _____ ?
4. Your daughter wears dresses to school, _____ ?
5. Naja doesn't have many friends, _____ ?
6. Her son is eating alone, _____ ?
7. Tam wants to be Naja's friend, _____ ?

Rewrite Each Sentence Using Pronouns

Replace the underlined words with pronouns.

1. Naja isn't talking to the girls.
She isn't talking to them. _____
2. Tam and I want to play with Naja.

3. That boy is eating a sandwich.

4. Tam and Jade are sitting next to Yolanda and me at lunch.

Complete the Sentences

alone anyone country game native scarf

1. My neighbor never talks to _____.
2. Naja wears a long skirt, _____, and sandals to school.
3. I usually eat lunch _____.
4. Do you want to play a _____ after lunch?
5. What is her _____ language?
6. Somalia is a _____ in East Africa.

Check the Sentence That Means the Same

1. Her native language is Arabic, but Naja is fluent in English.
☒ Her first language is Arabic, but Naja speaks English well.
☐ Naja speaks Arabic and doesn't want to learn English.
2. Naja's clothes are very different from what the other girls wear.
☐ Naja wears different pants and dresses every day.
☐ The other girls wear clothes that are not like Naja's.
3. Tam feels sorry that Naja is sitting alone.
☐ Tam feels bad because Naja is sitting by herself.
☐ Tam thinks that Naja is bad to sit by herself.

Underline the Word You Hear

- | | | | |
|--------------|------------|--------------|------------|
| 1. student | students | 7. girl | girls |
| 2. country | countries | 8. sandwich | sandwiches |
| 3. sandal | sandals | 9. vegetable | vegetables |
| 4. dress | resses | 10. idea | ideas |
| 5. friend | friends | 11. lunch | lunches |
| 6. container | containers | 12. game | games |

Match Pictures and Descriptions

Listen to the audio, and write the number of each description below the correct picture.



a. _____



c. _____



e. _____



b. _____



d. _____



f. _____

Check the Polite Response

1. Do you want to play a game with us after lunch?

☒ No, thanks. I want to finish my book.

☐ Leave me alone. I hate games.

2. What is inside your container?

☐ That is none of your business.

☐ It's probably some vegetables and rice.

3. What are you wearing on your head?

☐ This is a scarf. Girls wear them in my country.

☐ Stop looking at me.

Rewrite Each Sentence Correctly

1. Her native Language is arabic but she is fluent in english

Her native language is Arabic, but she is fluent in English.

2. naja wears a skirt scarf and sandals, to school every day

3. she doesnt make Eye contact with the other children?

4. jade says, I dont like naja"

Write the Correct Verb Form

Use the simple present tense.

1. Mr. Tran (stand) stands in the cafeteria.
2. Miss Chavez (watch) _____ the children.
3. Some children (follow) _____ the rules.
4. Hector (take cuts) _____ in line.
5. Cora and Alana (throw away) _____ their food.
6. Patty (eat) _____ all of her lunch.
7. Mr. Tran (feel) _____ very sad.
8. I (see) _____ a lot of food in garbage cans.
9. My friends (run) _____ on the playground.
10. He (talk) _____ to the parents and teachers.

You Write the Question

- | | |
|--------------------------------------|---------------------------------|
| 1. <u>Is Mr. Tran watching them?</u> | Yes, Mr. Tran is watching them. |
| 2. _____ | No, it isn't lunchtime now. |
| 3. _____ | Yes, they throw away food. |
| 4. _____ | No, my son doesn't like apples. |
| 5. _____ | No, Mr. Tran isn't from Korea. |

Match Words and Pictures

push

run

take cuts



1. _____

2. _____

3. _____

Matching: Meanings

___ 1. garbage can

___ 2. throw away

___ 3. rules

___ 4. hungry

___ 5. take cuts

___ 6. enough

___ 7. terrible

___ 8. anymore

___ 9. a lot

___ 10. answer

a. no longer

b. regulations

c. sufficient

d. large amount

e. put into the trash

f. wanting food

g. cut ahead of others in line

h. solution to a problem

i. place for trash

j. awful

Underline the Word You Hear

1. Mr. Tran (is/isn't) sitting in the cafeteria.
2. Those women (are/aren't) watching the children.
3. That student (is/isn't) following the rules.
4. This child (is/isn't) taking cuts in line.
5. (Are/Aren't) the children listening to him?
6. The children (are/aren't) throwing away their food.
7. This garbage can (is/isn't) full.
8. Tomas (is/isn't) eating a lot today.
9. Throwing away food (is/isn't) a big problem here.
10. They (are/aren't) talking to the parents this week.

Write the Times You Hear

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Underline the Silent Consonants

listen	talk	write	thumb
knee	science	answer	half
would	watch	eight	hours
chalk	island	sign	walk
know	who	two	wrong

Write the Teachers' Names in Alphabetical Order

Zuniga	Moriarty	✓Abbott
Springer	Cox	Underwood
Ellis	Laracy	Villani
Patterson	DuBois	O'Connor
Vogel	Nguyen	Gustafson

- | | | |
|------------------|-----------|-----------|
| 1. <u>Abbott</u> | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Underline the Correct Verb

1. Ana's mother (is talking/are talking) to the teacher.
2. They (is planning/are planning) to go to California.
3. Ana (is helping/are helping) her grandmother.
4. The teacher (is explaining/are explaining) the contract.
5. Ana (is bringing/are bringing) her schoolwork.
6. We (is signing/are signing) the contract.
7. The children (is reading/are reading) right now.

Rewrite Each Sentence Using Pronouns

Replace the underlined words with pronouns.

1. Ana's mother is talking to Mr. Kennedy.

2. Mr. Kennedy is explaining things to Ana and her mother.

3. Ana, her mother, and Mr. Kennedy sign the contract.

4. Mother and I are helping Grandmother.

Complete the Sentences

absent

promise

sign

tomorrow

after

schoolwork

subjects

your

1. Please talk to the teacher before or _____ school.
2. His daughter will be _____ for three weeks.
3. We need to _____ this contract before you go.
4. I _____ to check her work every evening.
5. You need to bring your _____ to California.
6. Is _____ homework finished yet?
7. My favorite _____ are science and math.
8. She promises to do all of her reading by _____.

Check the Comments from Students Doing Good Work

1. ☒ I am finished with all of my schoolwork.
2. ☐ I don't feel like doing this today.
3. ☐ I'm working very hard on my math problems.
4. ☐ I don't see why I have to do all of this.
5. ☐ I'm correcting all of my errors.
6. ☐ Let's skip this assignment.

Underline the Word You Hear

1. We are going to California for (four/five) weeks.
2. I need to talk to the (second/seventh) grade teacher.
3. Is her (grandmother/grandfather) sick?
4. Please check all of his (homework/schoolwork).
5. You need to (see/sign) this contract.
6. Are they (reading/writing) their assignments every day?
7. Don't forget to finish your (science/social studies) homework.
8. Is Armando (present/absent) today?
9. She studies at home every (morning/evening).
10. The (contact/contract) with the teacher is important.

Write the Telephone Extensions You Hear

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Change the Singular to Plural

Check *s*, *z*, or *iz* to show the correct pronunciation of the final sound.

	s	z	iz
1. active mother	_____	_____	_____
2. absent student	_____	_____	_____
3. sick relative	_____	_____	_____
4. signed contract	_____	_____	_____
5. completed worksheet	_____	_____	_____
6. normal week	_____	_____	_____
7. large house	_____	_____	_____

Write Sentences about Each Picture



1. _____



2. _____

Write Tag Questions

1. Mr. Dugan is going on the field trip, _____ ?
2. You are a parent volunteer, _____ ?
3. The children aren't taking the train, _____ ?
4. The bus is noisy, _____ ?
5. You see the elephants, _____ ?
6. The lions aren't sleeping, _____ ?
7. Anna doesn't see Jake, _____ ?

Rewrite Each Sentence Using Pronouns

Replace the underlined words with pronouns.

1. Mr. Dugan is helping the children get on the bus.

2. Buan is looking for Michael.

3. The lions are sleeping behind a rock.

4. Mr. Dugan and I are looking for Miss Flores.

Which Category Is It?

bears	car	lions	stomach
brain	elephants	lungs	taxi
bus	heart	monkeys	train

Internal Organs	Transportation	Animals
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

Matching: Meanings

_____ 1. field trip	a. very happy and eager
_____ 2. volunteer	b. school outing
_____ 3. zoo	c. dull
_____ 4. noisy	d. loud
_____ 5. excited	e. organ that pumps blood
_____ 6. heart	f. walkway next to the street
_____ 7. sidewalk	g. person who offers to help
_____ 8. boring	h. place animals are kept

Underline the Word You Hear

1. The lost boy's name is (Jake/Jack).
2. He has (blond/black) hair and (brown/blue) eyes.
3. He is wearing a (green/gray) T-shirt and blue pants.
4. The boy is approximately four feet (two/ten) inches tall.
5. He weighs about (seventy/eighty) pounds.
6. The lost girl's name is (Sarah/Sasha).
7. She has (long/short) red hair and (green/gray) eyes.
8. She is wearing a yellow (shirt/skirt).
9. She is approximately three feet (six/seven) inches tall.
10. She weighs about (forty/fifty) pounds.

Write the Names You Hear

You will hear a name and then the spelling.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Underline the Words

Underline the words that have the same vowel sound you hear in the word *noise*.

employ

spray

group

point

grow

train

avoid

quiet

bring

boy

lions

oil

coin

soy

toy

enjoy

Rewrite Each Sentence Correctly

1. mr. dugan is going on a field trip to the zoo.

2. is he watching a group of four children.

3. Mr dugan asks Buan where jake is?

4. jake is standing on the sidewalk looking at Bears

5. i dont want to lose anyone on the field trip,

Write Short Answers

1. Is Roza unlocking her mailbox? Yes, _____.
2. Is that the telephone bill? No, _____.
3. Are they opening the envelope? Yes, _____.
4. Can she understand the report card? Yes, _____.
5. Do you know what the letters mean? No, _____.
6. Is it a good report card? Yes, _____.
7. Are they meeting with the teacher? No, _____.
8. Does she need a translator? Yes, _____.
9. Do they know what to do? No, _____.

Write the Correct Possessive Pronoun

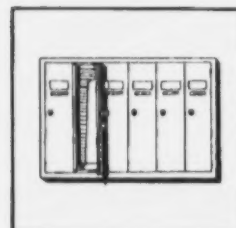
1. **That woman** is opening _____ mailbox.
2. **The children** are looking at _____ report cards.
3. **We** are proud of _____ daughter.
4. I am very happy with _____ son's grades.
5. "Miss Baxter, could **you** explain _____ comments?" he asked.
6. **Victor** is holding the report card in _____ hand.

Match Words and Pictures

unlock

open

hold



1. _____

2. _____

3. _____

Check the Comments from a Good Report Card

1. ____ He wastes a lot of time in class.
2. ____ She doesn't try very hard.
3. ____ He completes all of his homework assignments.
4. ____ She behaves well inside and outside of class.
5. ____ He doesn't get along with the other children.
6. ____ She is considerate of other students.
7. ____ He is organized and finishes his work on time.
8. ____ She doesn't listen to directions.
9. ____ She talks too much in class.
10. ____ He is making great progress.

A Message from Sonya's Teacher

Listen to the message from Sonya's teacher. Fill in the missing information about the conference.

	Day	Date	Time	Room Number
Old Appointment	Wednesday	_____	_____	_____
New Appointment	_____	_____	3:30	_____

Write the answers.

1. Who is Miss Crain? _____
2. Why is she calling? _____
3. Is the new conference on Monday? _____
4. Why does she need to change the date? _____
5. Who is Mr. Sergeev? _____
6. What languages does Mr. Sergeev speak? _____
7. What is the teacher's telephone number? _____
8. What is her extension? _____

Complete Each Word with *ar*, *er*, or *or*

Then practice saying the words.

report Febru y teach daught
th e ev thing p ents numb
translat lett checkm k inf mation
neighb n th conf ence oth
p sonal aft noon homew k ganized

Choose the Word That Sounds the Same

ate	knew	sent	waist	wood
four	mail	there	weak	you're

- | | |
|----------------|-----------------|
| 1. their _____ | 6. cent _____ |
| 2. for _____ | 7. waste _____ |
| 3. week _____ | 8. male _____ |
| 4. your _____ | 9. new _____ |
| 5. eight _____ | 10. would _____ |

Write the Correct Verb Form

Use the simple present tense.

1. The bell (ring) _____ now.
2. The students (leave) _____ their classrooms.
3. Those boys (walk) _____ home.
4. Sovann and his friends (stay) _____ at school.
5. I (go) _____ to after-school care.
6. How many children (play) _____ outside?
7. My friend (get) _____ tired.
8. The boys and girls (come) _____ inside now.
9. That student (do) _____ his homework at a table.
10. She (finish) _____ her assignment at home.

You Write the Question

1. _____ Yes, school is over soon.
2. _____ Yes, the children ride the bus.
3. _____ Yes, she lives near me.
4. _____ No, the teacher isn't there.
5. _____ Yes, my father is on his way.

Complete the Sentences

adults

different

inside

school

alone

finish

playground

usually

1. He likes to go out on the _____ and play ball.
2. After-school care is _____ from school.
3. I'm cold out here. Let's go _____.
4. How many _____ are there to help today?
5. Five _____ buses are parked on the street.
6. We don't want our child to be home all _____.
7. These children _____ stay until about 5:00.
8. Does she always _____ all of her homework?

Matching: Opposites

- | | |
|------------------|-------------|
| _____ 1. after | a. drop off |
| _____ 2. pick up | b. before |
| _____ 3. near | c. get off |
| _____ 4. finish | d. far |
| _____ 5. hungry | e. short |
| _____ 6. get on | f. begin |
| _____ 7. long | g. full |

A Message for Mr. Amos

Read this phone message for Mr. Amos.

While You Were Out	
For <u>Mr. Amos</u>	Message <u>Your daughter Melinda</u>
Date _____ Time <u>4:10 P.M.</u>	<u>fell down and hurt her wrist.</u>
From <u>Marge</u>	<u>Please pick her up as soon as</u>
of <u>After-School Care</u>	<u>possible.</u>
Phone <u>555-1904</u>	_____

Write the answers.

1. Who is the message from? _____
2. What time did she call? _____
3. What happened to Melinda? _____
4. What does this parent need to do? _____

Write the Body Parts You Hear

Listen to the audio, and write the body part you hear in each sentence.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Complete Each Word with *an*, *en*, *in*, *on*, or *un*

Then practice saying the words.

childr <u>e n</u>	__ __til	oft__ __	f__ __ish
h__ __gry	al__ __e	c__ __tact	d__ __'t
__ __side	happ__ __	d__ __ner	exam__ __e
__ __stead	emerg__ __cy	differ__ __t	__ __swer
m__ __ute	pers__ __	pres__ __t	resp__ __sible

Write Sentences about Each Picture



1. _____



2. _____

Underline the Correct Verb

1. What time do the children (return/returns) home?
2. My child usually (go/goes) to the kitchen for a snack.
3. Her father and mother (hear/hears) her crying.
4. (Do/Does) she (knock/knocks) before opening the door?
5. A boy at school (is/are) teasing me.
6. That girl (make/makes) fun of me and (call/calls) me names.
7. I (don't/doesn't) want to go to school anymore.
8. (Do/Does) they (make/makes) her life miserable?
9. We (want/wants) to call the principal immediately.
10. What (is/are) his name?

Underline the Correct Preposition

1. Please knock (in/on) the door before you open it.
2. My daughter likes to sit (in/on) the floor.
3. You have a snack (in/at) the refrigerator.
4. They are teasing me (in/on) the playground.
5. You need to have respect (on/for) other people.
6. Just forget (about/over) this problem.

Complete the Sentences

make fun rules straight respect snack teasing

1. Two boys at school are _____ my son.
2. I always walk _____ home from school.
3. Don't _____ of people. It isn't nice.
4. My child usually eats a _____ in the afternoon.
5. We need to _____ each other at school.
6. Isn't harassment against the school _____?

Check the Sentence That Means the Same

1. She walks straight to the bedroom.
____ She walks directly to her bedroom.
____ She stops in the kitchen and then goes to her room.
2. They make fun of her clothes.
____ They like her clothes a lot.
____ They say mean things about what she wears.
3. I don't want to go to school anymore.
____ I don't want to return to school tomorrow.
____ I don't ever want to return to school.

A Problem at School

- A. Listen to what Inés writes in her diary and fill in the missing words.

_____ Diary,
1

Two girls at school are making my _____ miserable.
2
Their _____ are Connie and Sheryl. They make
3
_____ of me every day. They point and laugh at my
4
_____. They tell me I am stupid and _____. It
5 6
really _____ my feelings, but I have to pretend it
7
doesn't bother me. Dad _____ to call the principal, but
8
he doesn't understand. The _____ will just tease me
9
even more. I don't want to go to school _____.
10

- B. Write the answers.

1. Why is Inés miserable? _____
2. Who is teasing Inés? _____
3. What does Inés do? _____
4. Does Inés want her father to call the principal? Why or why not? _____

Complete Each Word with *ck* or *ct*

Then practice saying the words.

ki <u>c</u> <u>k</u>	respe__ __	sna__ __	corre__ __
backpa__ __	inse__ __	subje__ __	pi__ __
bla__ __	che__ __	kno__ __	obje__ __
dire__ __	produ__ __	so__ __	thi__ __
fa__ __	qui__ __	expe__ __	exa__ __

Rewrite Each Sentence Correctly

1. she doesnt say hello to anyone

2. Inés father asks her why she is crying,

3. Inés says, "they tell me I am Stupid and ugly

4. "who are these girls. asks her father.

5. the girls are breaking a rule about, respect for others

Write Tag Questions

1. Pavel has a difficult assignment, _____ ?
2. You don't like multiplication, _____ ?
3. Alexis can remember the answer to 7 times 6, _____ ?
4. Alisha counts on her fingers, _____ ?
5. Multiplication is fun, _____ ?
6. Dad is buying a package of flashcards, _____ ?
7. You can do it in your head, _____ ?

Rewrite Each Sentence Using Pronouns

Replace the underlined words with pronouns.

1. Pavel needs to correct the wrong answers.

2. My father needs to help me with this assignment.

3. My parents need to practice with my sister and me.

4. Pavel agrees with his father. Multiplication is fun!

Which Category Is It?

addition

memorize

practice

study

division

multiplication

review

subtraction

forty-five

ninety

seventeen

twenty-one

Math Operations

Numbers

Ways to Learn

1. _____

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

3. _____

3. _____

4. _____

4. _____

4. _____

Matching: Meanings

___ 1. wrong

___ 2. answer

___ 3. agree

___ 4. count

___ 5. every

___ 6. memorize

___ 7. fun

___ 8. times

a. multiplied by

b. add up

c. have the same opinion

d. each one

e. incorrect

f. learn by heart

g. enjoyable

h. solution to a problem

Write the Multiplication Problems You Hear

1. ____ x ____

2. ____ x ____

3. ____ x ____

4. ____ x ____

5. ____ x ____

6. ____ x ____

7. ____ x ____

8. ____ x ____

9. ____ x ____

10. ____ x ____

11. ____ x ____

12. ____ x ____

Word Problems

Write the multiplication problem for each word problem. Then write the answer.

1. Laura is inviting five friends to her birthday party next week. She wants to give each guest seven pieces of candy. How many pieces of candy does Laura need to buy?

2. Charles has three baskets of toy cars in his bedroom. Each basket has eight toy cars in it. How many toy cars does Charles have in all?

Change the Singular to Plural

Check *s*, *z*, or *iz* to show the correct pronunciation of the final sound.

	s	z	iz
1. concerned father	_____	_____	_____
2. difficult test	_____	_____	_____
3. low score	_____	_____	_____
4. broken pencil	_____	_____	_____
5. large store	_____	_____	_____
6. small package	_____	_____	_____
7. wrong answer	_____	_____	_____

Write Sentences about Each Picture



1. _____



2. _____

Write Short Answers

1. Is Justine a popular girl? Yes, _____.
2. Does Justine have a problem? Yes, _____.
3. Does Miss Campos want Justine to talk? No, _____.
4. Is Albert the noisiest boy in the class? No, _____.
5. Are Justine and Albert talking together? Yes, _____.
6. Is it OK to talk in class? No, _____.
7. Does Miss Campos repeat things? Yes, _____.
8. Is Justine going to talk anymore? No, _____.

Write the Correct Possessive Pronoun

1. **Justine** is the most popular girl in _____ class.
2. **Matt and Becky** are sitting in _____ seats.
3. **Albert** is working on _____ assignment.
4. **You** are not paying attention to _____ work.
5. I need to repeat _____ directions to the class.
6. **Justine and I** need to improve _____ behavior.

Match Words and Pictures

talk

move

sit alone



1. _____

2. _____

3. _____

Check the Comments from a Teacher Who Is Praising Students

1. ____ I like the way everyone is listening.
2. ____ I don't appreciate what you're doing.
3. ____ That's it! Go sit at the corner table by yourself.
4. ____ Why aren't you paying attention?
5. ____ Your behavior is a lot better today.
6. ____ You are doing an excellent job keeping quiet.
7. ____ I'm proud of the way you're working.
8. ____ I'll stand here and wait until you finish talking.
9. ____ I warned you. Now you must stay inside at recess.
10. ____ I will tell your parents how well you are doing.

Who Is Talking in Class?

Talking Chart for Wednesday, April 23			
Step 1 <i>Gold Star</i>	Step 2 <i>Verbal Warning</i>	Step 3 <i>Miss Recess</i>	Step 4 <i>Note Home</i>
1. Albert 2. Matt 3. Becky 4. Ira 5. Roxanne	1. Tara 2. Penny 3. Aaron 4. Nasir	1. Jason 2. Edgar	1. Justine

A. Write the answers.

1. How many children missed recess today? _____
2. Who is getting a note home today? _____
3. Does Edgar get a gold star? _____
4. Did Aaron receive a verbal warning? _____
5. How many children get gold stars? _____
6. What step are most of the children on? _____

B. Listen to the teacher's comments, look at the chart, and write the correct step number.

1. Step _____
2. Step _____
3. Step _____
4. Step _____

Complete Each Word with the Vowels *a, e, i, o, or u*

Then practice saying the words.

repeat

t ch r

g rl

s rry

m n t s

t bl

 ft r

p p l r

q t

sm rt

 mpr ve

fr nds

b h v

pr bl m

 ngry

f w

b c s

f n sh

 lw ys

m v s

ch nc

Write Sentences about Each Picture



1. _____



2. _____

Write the Correct Verb Form

Use the simple present tense.

1. John (invite) _____ Shiro to visit tomorrow.
2. They (spend) _____ a lot of time together.
3. My son (feel) _____ very excited.
4. We (tell) _____ our mother about the invitation.
5. A babysitter (watch) _____ the boys today.
6. The dog (bite) _____ the toy in the backyard.
7. Shiro (play) _____ too many computer games.
8. You and your brother (come) _____ straight home.
9. He and I (go) _____ to the park after school.
10. Shiro (hurt) _____ the other child's feelings.

You Write the Question

1. _____ Yes, the boys are friends.
2. _____ No, my son can't come over.
3. _____ Yes, I feel uncomfortable.
4. _____ No, I don't know John's family.
5. _____ No, his parents aren't home.

Complete the Sentences

disappoint

get along

together

enough

invitation

uncomfortable

1. I'm sorry to _____ you, but you can't go.
2. My daughter has an _____ to a party on Saturday.
3. I feel _____ because I don't know this family.
4. Do you want to play _____ after school?
5. Isn't it nice that our children _____ so well?
6. The boys spend _____ time playing at school.

Check the Polite Response

1. Can you come over to my house after school?
_____ I'm very sorry, but I'm busy today.
_____ Don't you live in a bad neighborhood?
2. Will John be coming to my son's birthday party?
_____ Our kids see enough of each other at school.
_____ Thanks, but John has a karate lesson that day.
3. Can Shiro ride the bus home with me tomorrow?
_____ I'm sorry, but Shiro needs to come straight home after school.
_____ No. I don't want Shiro around your family.

A Message from Shiro's Father

- A. Listen to the telephone message Shiro's father leaves, and fill in the missing words.

Good _____₁, Mrs. Anderson. This is Hisoka
Yoshimura _____₂. It's 4:30 P.M. Thank you for your
kind invitation to have my _____₃ come over tomorrow
after school. Shiro talks about John all the _____₄, and
I am happy that he has a _____₅ friend at school. I'm
sorry that we cannot accept your _____₆.

Shiro needs to come directly _____₇ after school.
That is a _____₈ in our family. I hope you
_____₉. Thank you _____₁₀. Good-bye.

- B. Write the answers.

1. What time does Mrs. Yoshimura leave this message? _____
2. Does she accept the invitation? _____
3. What does Shiro need to do? Why? _____

4. Is this a polite way to say no to an invitation? _____

Underline the Words

Underline the words that have the same *u* sound you hear in the word *computer*.

refuse	uncomfortable	music	lunch
much	human	refund	cute
uniform	under	puzzle	museum
huge	business	success	beautiful

Write Sentences about Each Picture



1. _____



2. _____

Write Tag Questions

1. Kiara goes to elementary school, _____ ?
2. Lincoln students follow a dress code, _____ ?
3. The colors aren't red and green, _____ ?
4. He doesn't have to follow the dress code, _____ ?
5. The dress code is voluntary, _____ ?
6. The parents can decide, _____ ?
7. Shannon doesn't follow the dress code, _____ ?

Rewrite Each Sentence Using Pronouns

Replace the underlined words with pronouns.

1. Kiara's parents want to follow the school dress code.

2. Kiara wants to dress like the other girls.

3. Mother and I don't agree with Mrs. Carter.

4. Kiara's father doesn't want to listen to my sister and me.

Check the Sentence That Means the Same

1. Most of the students follow the dress code.
☐ All of the students follow the dress code.
☐ Nearly all of the students follow the dress code.
2. Kiara doesn't spend a lot of time looking in her closet.
☐ She thinks about what to wear for a long time.
☐ She decides what to wear very quickly.
3. Students don't have to follow the dress code.
☐ The dress code is voluntary.
☐ You need to volunteer if you wear a different color.
4. They want Kiara to dress the same as the other children.
☐ They want Kiara to stand out and be different.
☐ They want Kiara to look like the other students.
5. Shannon never follows the dress code.
☐ Shannon follows the dress code about half the time.
☐ Shannon does not ever follow the dress code.
6. Kiara is tired of blue and white.
☐ Kiara wants clothes that are blue and white.
☐ Kiara is bored with blue and white.

Underline the Word You Hear

1. I need to buy the (gray/green) running shorts.
2. Do you like these (blue/brown) socks?
3. We are not allowed to wear (pink/purple) skirts.
4. These pants don't come in (beige/black).
5. We have to have the (sweater/sweatshirt) tomorrow.
6. This (jumper/jacket) feels too tight.
7. That (shirt/skirt) is not part of the school dress code.
8. May I please try on these (pants/pajamas)?
9. This (belt/blouse) isn't the right size.
10. It doesn't matter what kind of (shoes/shorts) I wear.

Write the Prices You Hear

- | | | | |
|---------------|-------|---------------|-------|
| 1. pants | _____ | 6. sweatshirt | _____ |
| 2. skirt | _____ | 7. shoes | _____ |
| 3. jumper | _____ | 8. dress | _____ |
| 4. shorts | _____ | 9. jacket | _____ |
| 5. polo shirt | _____ | 10. T-shirt | _____ |

Change the Singular to Plural

Check *s*, *z*, or *iz* to show the correct pronunciation of the final sound.

	<i>s</i>	<i>z</i>	<i>iz</i>
1. blue dress	_____	_____	_____
2. white blouse	_____	_____	_____
3. long skirt	_____	_____	_____
4. warm sweater	_____	_____	_____
5. school uniform	_____	_____	_____
6. cotton sock	_____	_____	_____
7. heavy jacket	_____	_____	_____

Write a Check

Write a check to Kid Town for children's school clothes.
The total amount is \$53.72.

Ira & Janice Klein 910 Smith Road Columbus, Ohio 01234		1479
Date _____		
Pay to the order of _____	\$ _____	
_____ DOLLARS		
MIDWEST SAVINGS BANK		
For _____	<i>Janice Klein</i>	
⑆023975106⑆ 9734 6087601⑆ 1479		

Write Short Answers

1. Is it recess time? Yes, _____.
2. Are the children playing inside? No, _____.
3. Is Alice jumping rope? Yes, _____.
4. Is Renata wearing her jacket? No, _____.
5. Do you want to return to the class? Yes, _____.
6. Do they walk on the playground? No, _____.
7. Is running against school rules? Yes, _____.
8. Are your friends waiting for you? No, _____.
9. Does your knee hurt a lot? Yes, _____.
10. Is the nurse in her office now? No, _____.

Write the Correct Possessive Pronoun

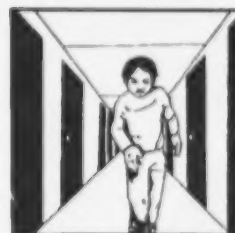
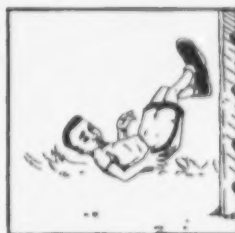
1. **Renata** isn't wearing _____ jacket.
2. **Carlos** is looking at _____ watch.
3. **Two children** hurt _____ knees during recess today.
4. Do **you** often scrape _____ elbow?
5. **We** need to hurry back to _____ class.
6. Ouch! I need a bandage for _____ cut finger.

Match Words and Pictures

walk

slip

fall down



1. _____ 2. _____ 3. _____

Matching: Opposites

- | | |
|--------------------|----------------|
| _____ 1. hurry | a. hot |
| _____ 2. put on | b. standing |
| _____ 3. dangerous | c. soft |
| _____ 4. hard | d. laughing |
| _____ 5. recess | e. take off |
| _____ 6. outside | f. a lot |
| _____ 7. crying | g. move slowly |
| _____ 8. sitting | h. safe |
| _____ 9. cold | i. inside |
| _____ 10. a little | j. class time |

Fill in the Missing Words

Listen to the playground rules, and fill in the missing words.

1. No _____ on the blacktop.
2. No jumping _____ the swings.
3. No climbing _____ the slide.
4. No wrestling, pushing, _____, kicking, or hitting.
5. No climbing _____ or backstops.
6. No _____ rocks, sticks, snow, or ice.
7. No using inappropriate _____.
8. No leaving play areas for any reason. Stay where the _____ on duty can see you.

Underline the Word You Hear

- | | | | |
|-----------|---------|------------|---------|
| 1. recess | races | 7. starts | stares |
| 2. slip | sleep | 8. walk | wake |
| 3. moment | minute | 9. again | against |
| 4. clock | crack | 10. fails | falls |
| 5. scrape | scratch | 11. office | offer |
| 6. safety | safely | 12. knee | new |

Divide these Compound Words

Draw a line between the two words that make up each compound word.

play|ground

sandbox

backpack

sunshine

blacktop

chalkboard

raincoat

schoolwork

classroom

notebook

homework

restroom

lunchtime

softball

bookcase

snowstorm

Rewrite Each Sentence Correctly

1. mrs. Russo says Walk Please"

2. she starts running but then slips and falls down?

3. "im sorry you fell down, She said.

4. Its dangerous to run on the blacktop

5. Can We go to the nurses office to get a bandage!

Underline the Correct Verb

1. Chau (is/are) a fifth-grade student.
2. Chau and her brother (isn't/aren't) sick very often.
3. Does she (stay/stays) home from school a lot?
4. Lucas and I (go/goes) with our aunt to appointments.
5. Can you (translate/translates) very well?
6. She usually (miss/misses) one day of school a week.
7. I'm sorry, but that absence (is/are) unexcused.
8. We (don't/doesn't) learn everything the other children learn.
9. (Is/Are) the teacher concerned about her?
10. Your child's education (is/are) very important.

Underline the Correct Preposition

1. My daughter goes to school (in/at) Pacific Elementary.
2. Can you translate this (on/for) your grandmother?
3. Your daughter misses many days (during/on) the year.
4. Can my son advance (to/in) the sixth grade next year?
5. I plan to visit your parents (in/at) home.
6. Your children need to be (in/on) school every day.

Which Category Is It?

appointment	daughter	parents	sickness
bright	emergency	quick	smart
brother	grandmother	sharp	travel

Reasons for Absence	Words That Mean <i>Intelligent</i>	Family Members
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

Check the Comments from Students with Unexcused Absences

1. ____ I overslept.
2. ____ I had an ear infection.
3. ____ It was raining.
4. ____ My mother needed me to help around the house.
5. ____ I had a doctor's appointment at 11:00 A.M.
6. ____ My grandfather had a heart attack.
7. ____ I didn't want to take the math test.
8. ____ I had the stomach flu.

Underline the Word You Hear

1. My son is in the (sixth/seventh) grade.
2. You need to stay (here/home) and watch your brother.
3. Can she go with her (grandfather/grandmother) today?
4. We need a translator at the (dentist's/doctor's) office.
5. He missed (forty/fourteen) school days this year.
6. His absence on Wednesday is (excused/unexcused).
7. Her daughter missed the (assignment/activity) on Monday.
8. She is a very (smart/sharp) girl.

Fill in the Missing Words

Listen to the note from Robert's mother, and fill in the missing words.

Dear Miss Richards,

Please _____¹ my son Robert from school today. He has a
_____² and a bad cough. He will be _____³ today
and perhaps tomorrow if he still isn't feeling well. Please
_____⁴ me about any assignments that he is missing. My
telephone number is _____⁵. Thank _____⁶.
Amanda Warren

Complete Each Word with the Missing Double Letter

Then practice saying the words.

a__s__signment	usua__ __y	a__ __eptable	bu__ __etin
le__ __ons	wo__ __ied	o__ __ice	n__ __ds
do__ __ars	mi__ __es	cla__ __es	sickne__ __
presch__ __l	inte__ __igent	tomo__ __ow	po__ __ible
gla__ __es	a__ __ointment	nece__ __ary	t__ __hache

Write Sentences about Each Picture



1. _____



2. _____

Listening Exercise Prompts

Lesson 1

A Message from the Principal (p. 6)

Hello. I'm calling about your son Alain. He has been tardy many times this month. The teacher marked him tardy on the second and the fifth. Then he was late again the following Monday and Tuesday, the ninth and tenth. He was on time the week after that—he wasn't tardy at all. But then he was late on Wednesday the twenty-fifth, Friday the twenty-seventh, and yet again on the thirty-first of this month. This is a serious problem. We need to talk. My telephone number is 555-1230, extension 6. Thanks.

Write the Numbers You Hear (p. 6)

- | | | |
|--------------|-----------------|---------------|
| 1. twelfth | 4. third | 7. nineteenth |
| 2. twentieth | 5. fifteenth | 8. eighth |
| 3. seventh | 6. thirty-first | |

Lesson 2

Write the Numbers You Hear (p. 10)

1. Apply shampoo to dry hair. Lather, and leave it on for 10 minutes.
2. A second shampoo treatment must be done in 7 to 10 days.
3. Machine-wash clothing and linens in hot water that is at least 130 degrees.
4. Place all items in a hot dryer for 20 minutes.
5. Place nonwashable items in a sealed plastic bag for 14 days.
6. Nits can hatch in about 1 week.
7. Nits are fully mature 9 to 12 days after hatching.

Underline the Word You Hear (p. 10)

- | | | |
|-------------|-------------|----------------|
| 1. comb | 7. towels | 13. helmets |
| 2. brush | 8. hats | 14. headphones |
| 3. clothes | 9. coats | 15. rugs |
| 4. linens | 10. scarves | 16. rollers |
| 5. mattress | 11. globes | |
| 6. pillows | 12. capes | |

Lesson 3

Underline the Word You Hear (p. 14)

- | | | |
|--------------|------------|---------------|
| 1. students | 3. sandals | 5. friends |
| 2. countries | 4. dress | 6. containers |

- | | | |
|-------------|---------------|-----------|
| 7. girl | 9. vegetables | 11. lunch |
| 8. sandwich | 10. ideas | 12. game |

Match Pictures and Descriptions (p. 14)

1. She is wearing a long skirt, sandals, and a scarf.
2. She is wearing a dress and a sweater.
3. She is wearing shorts and a sweatshirt.
4. He is wearing pants and a T-shirt.
5. He is wearing shorts, a shirt, and tennis shoes.
6. He is wearing a jacket and a tie.

Lesson 4

Underline the Word You Hear (p. 18)

1. Mr. Tran isn't sitting in the cafeteria.
2. Those women are watching the children.
3. That student isn't following the rules.
4. This child isn't taking cuts in line.
5. Are the children listening to him?
6. The children are throwing away their food.
7. This garbage can is full.
8. Tomas isn't eating a lot today.
9. Throwing away food is a big problem here.
10. They are talking to the parents this week.

Write the Times You Hear (p. 18)

- | | | | |
|----------|----------|---------|-----------|
| 1. 9:50 | 4. 10:00 | 7. 7:45 | 10. 12:10 |
| 2. 11:15 | 5. 8:30 | 8. 3:55 | |
| 3. 2:05 | 6. 1:20 | 9. 4:35 | |

Lesson 5

Underline the Word You Hear (p. 22)

1. We are going to California for four weeks.
2. I need to talk to the seventh-grade teacher.
3. Is her grandmother sick?
4. Please check all of his schoolwork.
5. You need to sign this contract.
6. Are they writing their assignments every day?
7. Don't forget to finish your science homework.
8. Is Armando absent today?
9. She studies at home every evening.
10. The contract with the teacher is important.

Write the Telephone Extensions You Hear (p. 22)

- | | | | |
|---------|---------|---------|--------|
| 1. 3489 | 2. 4371 | 3. 9825 | 4. 590 |
|---------|---------|---------|--------|

5. 8530 7. 4099 9. 3298
6. 23 8. 17 10. 114

Lesson 6

Underline the Word You Hear (p. 26)

1. The lost boy's name is Jack.
2. He has black hair and brown eyes.
3. He is wearing a green T-shirt and blue pants.
4. The boy is approximately four feet ten inches tall.
5. He weighs about eighty pounds.
6. The lost girl's name is Sasha.
7. She has long red hair and gray eyes.
8. She is wearing a yellow skirt.
9. She is approximately three feet seven inches tall.
10. She weighs about fifty pounds.

Write the Names You Hear (p. 26)

1. Johnson: J-o-h-n-s-o-n
2. Rodriguez: R-o-d-r-i-g-u-e-z
3. Khalil: K-h-a-l-i-l
4. McDaniel: M-c-D-a-n-i-e-l
5. Zumwalt: Z-u-m-w-a-l-t
6. Coleman: C-o-l-e-m-a-n
7. Armstrong: A-r-m-s-t-r-o-n-g
8. Xayasouk: X-a-y-a-s-o-u-k
9. Fuentes: F-u-e-n-t-e-s
10. Tolliver: T-o-l-l-i-v-e-r

Lesson 7

A Message from Sonya's Teacher (p. 30)

Good afternoon, Mrs. Tumanova. This is Miss Crain, Sonya's teacher. I'm calling about the conference we scheduled for Wednesday, February 23rd, at 4:00. I think we'll need to change it. Mr. Sergeev, our Russian and English translator, can't come on that day. However, he is available on February 24th at 3:30. I hope that time is still convenient for you. We'll meet in Room 7. Please call me at 555-8512. Oh, and my extension is 4490. Thank you.

Lesson 8

Write the Body Parts You Hear (p. 34)

1. He hurt his shoulder on the play equipment.
2. He was hit in the head by a ball.
3. She fell down and twisted her ankle.
4. He bruised his arm pretty badly.

5. He got a bloody nose outside.
6. She has a few scrapes on her leg.
7. He sprained his finger.
8. He hurt his neck when he fell.

Lesson 9

A. A Problem at School (p. 38)

Dear Diary,
Two girls at school are making my life miserable. Their names are Connie and Sheryl. They make fun of me every day. They point and laugh at my clothes. They tell me I am stupid and ugly. It really hurts my feelings, but I have to pretend it doesn't bother me. Dad wants to call the principal, but he doesn't understand. The girls will just tease me even more. I don't want to go to school anymore.

Lesson 10

Write the Multiplication Problems You Hear (p. 42)

- | | | | |
|-----------------|------------------|------------------|--------------------|
| 1. 8×7 | 4. 9×2 | 7. 2×8 | 10. 0×3 |
| 2. 3×5 | 5. 5×10 | 8. 4×12 | 11. 7×6 |
| 3. 6×4 | 6. 1×9 | 9. 11×1 | 12. 10×11 |

Lesson 11

Who Is Talking in Class? (p. 46)

- B. 1. I'm sorry. You can't play outside today.
2. This is a warning, Aaron. You need to stop talking.
3. You behaved very well today. I didn't have to ask you to be quiet.
4. I'm afraid you need to take a note home. Your parents need to know about this problem.

Lesson 12

Fill in the Missing Words (p. 50)

Good afternoon, Mrs. Anderson. This is Hisoka Yoshimura calling. It's 4:30 P.M. Thank you for your kind invitation to have my son come over tomorrow after school. Shiro talks about John all the time, and I am happy that he has a good friend at school. I'm sorry to say that we cannot accept your invitation. Shiro needs to come directly home after school. That is a rule in our family. I hope you understand. Thank you again. Good-bye.

Lesson 13

Underline the Word You Hear (p. 54)

1. I need to buy the gray running shorts.
2. Do you like these brown socks?
3. We are not allowed to wear purple skirts.
4. These pants don't come in beige.
5. We have to have the sweatshirt tomorrow.
6. This jumper feels too tight.
7. That shirt is not part of the school dress code.
8. May I please try on these pants?
9. This blouse isn't the right size.
10. It doesn't matter what kind of shorts I wear.

Write the Prices You Hear (p. 54)

- | | |
|-----------------------|------------------------|
| 1. pants: \$14.89 | 6. sweatshirt: \$13.75 |
| 2. skirt: \$11.79 | 7. shoes: \$21.49 |
| 3. jumper: \$12.99 | 8. dress: \$17.50 |
| 4. shorts: \$10.88 | 9. jacket: \$34.99 |
| 5. polo shirt: \$8.99 | 10. T-shirt: \$7.19 |

Lesson 14

Fill in the Missing Words (p. 58)

1. No running on the blacktop.
2. No jumping off the swings.
3. No climbing up the slide.
4. No wrestling, pushing, pulling, kicking, or hitting.
5. No climbing fences or backstops.
6. No throwing rocks, sticks, snow, or ice.

7. No using inappropriate language.
8. No leaving play areas for any reason. Stay where the adult on duty can see you.

Underline the Word You Hear (p. 58)

- | | | | |
|-----------|------------|-----------|------------|
| 1. recess | 4. crack | 7. stares | 10. falls |
| 2. slip | 5. scratch | 8. walk | 11. office |
| 3. minute | 6. safely | 9. again | 12. knee |

Lesson 15

Underline the Word You Hear (p. 62)

1. My son is in the seventh grade.
2. You need to stay here and watch your brother.
3. Can she go with her grandfather today?
4. We need a translator at the doctor's office.
5. He missed fourteen school days this year.
6. His absence on Wednesday is unexcused.
7. Her daughter missed the assignment on Monday.
8. She is a very sharp girl.

Fill in the Missing Words (p. 62)

Dear Miss Richards,

Please excuse my son Robert from school today. He has a fever and a bad cough. He will be absent today and perhaps tomorrow if he still isn't feeling well. Please call me about any assignments that he is missing. My telephone number is 555-0724. Thank you.

Amanda Warren

Answer Key

Lesson 1

Underline the Correct Verb (p. 4)

- | | | |
|-----------------|------------------|--------------|
| 1. are | 5. arrives | 9. is |
| 2. doesn't | 6. aren't | 10. Do, need |
| 3. sit | 7. are | |
| 4. Does, forget | 8. Does, explain | |

Underline the Correct Preposition (p. 4)

1. in 2. at 3. in 4. off 5. over 6. on

Complete the Sentences (p. 5)

- | | | | |
|---------------|-----------|-------------|-------------|
| 1. hear | 3. tardy | 5. happen | 7. again |
| 2. disruptive | 4. cereal | 6. cartoons | 8. explains |

Matching: Opposites (p. 5)

1. g 2. a 3. c 4. d 5. f 6. b 7. e

A Message from the Principal (p. 6)

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1. 7 2. 6 3. no 4. yes

Write the Numbers You Hear (p. 6)

- | | |
|--------------------|-----------------|
| 1. 12th, twelfth | 3. 7th, seventh |
| 2. 20th, twentieth | 4. 3rd, third |

5. 15th, fifteenth 7. 19th, nineteenth
6. 31st, thirty-first 8. 8th, eighth

Choose the Word That Sounds the Same (p. 7)

1. here 3. meat 5. four 7. sun 9. buy
2. no 4. write 6. two 8. eye 10. sea

Lesson 2

Write Short Answers (p. 8)

1. he isn't 3. it does 5. he does 7. he is
2. they are 4. he can't 6. she doesn't 8. he can't

Write the Correct Possessive Pronoun (p. 8)

1. his 2. their 3. our 4. her 5. my 6. your

Which Category Is It? (p. 9)

- | Health Problems | Communication | Emotions |
|-----------------|---------------|---------------|
| 1. chicken pox | 1. e-mail | 1. alarmed |
| 2. head lice | 2. letter | 2. frightened |
| 3. stomach flu | 3. message | 3. upset |
| 4. strep throat | 4. note | 4. worried |

Matching: Meanings (p. 9)

1. c 2. f 3. a 4. h 5. b 6. g 7. d 8. e

Write the Numbers You Hear (p. 10)

1. 10 3. 130 5. 14 7. 9 to 12
2. 7 to 10 4. 20 6. 1

Underline the Word You Hear (p. 10)

1. comb 5. mattress 9. coats 13. helmets
2. brush 6. pillows 10. scarves 14. headphones
3. clothes 7. towels 11. globes 15. rugs
4. linens 8. hats 12. capes 16. rollers

Change the Singular to Plural (p. 11)

1. school nurses iz 5. lice eggs z
2. itchy heads z 6. worried parents s
3. important notes s 7. small combs z
4. busy offices iz

Write a Check (p. 11)

Ira & Janice Klein 910 Smith Road Columbus, Ohio 01234		1478
Date <u>today's date</u>		
Pay to the order of <u>Fairview Pharmacy</u>		\$ <u>19.24</u>
<u>Nineteen and 24/100</u>		DOLLARS
MIDWEST SAVINGS BANK		
For <u>lice shampoo & comb</u>		<u>Janice Klein</u>
R0239751067 9734 60876018 1478		

Lesson 3

Write Tag Questions (p. 12)

1. isn't she 4. doesn't she 7. doesn't she
2. are they 5. does she
3. isn't it 6. isn't he

Rewrite Each Sentence Using Pronouns (p. 12)

1. She isn't talking to them.
2. We want to play with her.
3. He is eating it.
4. They are sitting next to us at lunch.

Complete the Sentences (p. 13)

1. anyone 3. alone 5. native
2. scarf 4. game 6. country

Check the Sentence That Means the Same (p. 13)

1. Her first language is Arabic, but Naja speaks English well.
2. The other girls wear clothes that are not like Naja's.
3. Tam feels bad because Naja is sitting by herself.

Underline the Word You Hear (p. 14)

1. students 5. friends 9. vegetables
2. countries 6. containers 10. ideas
3. sandals 7. girl 11. lunch
4. dress 8. sandwich 12. game

Match Pictures and Descriptions (p. 14)

1. e 2. a 3. c 4. d 5. b 6. f

Check the Polite Response (p. 15)

1. No, thanks. I want to finish my book.
2. It's probably some vegetables and rice.
3. This is a scarf. Girls wear them in my country.

Rewrite Each Sentence Correctly (p. 15)

1. Her native language is Arabic, but she is fluent in English.
2. Naja wears a skirt, scarf, and sandals to school every day.
3. She doesn't make eye contact with the other children.
4. Jade says, "I don't like Naja."

Lesson 4

Write the Correct Verb Form (p. 16)

1. stands 2. watches 3. follow 4. takes cuts

5. throw away 7. feels 9. run
6. eats 8. see 10. talks

You Write the Question (p. 16)

1. Is Mr. Tran watching them?
2. Is it lunchtime now?
3. Do they throw away food?
4. Does your son like apples?
5. Is Mr. Tran from Korea?

Match Words and Pictures (p. 17)

1. take cuts 2. push 3. run

Matching: Meanings (p. 17)

1. i 3. b 5. g 7. j 9. d
2. e 4. f 6. c 8. a 10. h

Underline the Word You Hear (p. 18)

1. isn't 3. isn't 5. Are 7. is 9. is
2. are 4. isn't 6. are 8. isn't 10. are

Write the Times You Hear (p. 18)

1. 9:50 4. 10:00 7. 7:45 10. 12:10
2. 11:15 5. 8:30 8. 3:55
3. 2:05 6. 1:20 9. 4:35

Underline the Silent Consonants (p. 19)

- | | | | |
|--------|---------|--------|-------|
| listen | talk | write | thumb |
| knee | science | answer | half |
| would | watch | eight | hours |
| chalk | island | sign | walk |
| know | who | two | wrong |

Write the Teachers' Names in Alphabetical Order (p. 19)

- | | | |
|--------------|---------------|---------------|
| 1. Abbott | 6. Laracy | 11. Springer |
| 2. Cox | 7. Moriarty | 12. Underwood |
| 3. DuBois | 8. Nguyen | 13. Villani |
| 4. Ellis | 9. O'Connor | 14. Vogel |
| 5. Gustafson | 10. Patterson | 15. Zuniga |

Lesson 5

Underline the Correct Verb (p. 20)

1. is talking 4. is explaining 7. are reading
2. are planning 5. is bringing
3. is helping 6. are signing

Rewrite Each Sentence Using Pronouns (p. 20)

1. She is talking to him.
2. He is explaining things to them.

3. They sign it.
4. We are helping her.

Complete the Sentences (p. 21)

- | | | |
|-----------|---------------|-------------|
| 1. after | 4. promise | 7. subjects |
| 2. absent | 5. schoolwork | 8. tomorrow |
| 3. sign | 6. your | |

Check the Comments from Students Doing Good Work (p. 21)

Comments 1, 3, and 5 should be checked.

Underline the Word You Hear (p. 22)

- | | | |
|----------------|------------|--------------|
| 1. four | 5. sign | 9. evening |
| 2. seventh | 6. writing | 10. contract |
| 3. grandmother | 7. science | |
| 4. schoolwork | 8. absent | |

Write the Telephone Extensions You Hear (p. 22)

1. 3489 4. 590 7. 4099 10. 114
2. 4371 5. 8530 8. 17
3. 9825 6. 23 9. 3298

Change the Singular to Plural (p. 23)

- | | |
|-------------------------|----|
| 1. active mothers | z |
| 2. absent students | s |
| 3. sick relatives | z |
| 4. signed contracts | s |
| 5. completed worksheets | s |
| 6. normal weeks | s |
| 7. large houses | iz |

Lesson 6

Write Tag Questions (p. 24)

1. isn't he 3. are they 5. don't you 7. does she
2. aren't you 4. isn't it 6. are they

Rewrite Each Sentence Using Pronouns (p. 24)

1. He is helping them get on the bus.
2. She is looking for him.
3. They are sleeping behind it.
4. We are looking for her.

Which Category Is It? (p. 25)

- | Internal Organs | Transportation | Animals |
|-----------------|----------------|--------------|
| 1. brain | 1. bus | 1. bears |
| 2. heart | 2. car | 2. elephants |
| 3. lungs | 3. taxi | 3. lions |
| 4. stomach | 4. train | 4. monkeys |

Matching: Meanings (p. 25)

1. b 2. g 3. h 4. d 5. a 6. e 7. f 8. c

Underline the Word You Hear (p. 26)

- | | | |
|-----------------|---------------|-----------|
| 1. Jack | 5. eighty | 9. seven |
| 2. black, brown | 6. Sasha | 10. fifty |
| 3. green | 7. long, gray | |
| 4. ten | 8. skirt | |

Write the Names You Hear (p. 26)

- | | | | |
|--------------|-------------|--------------|--------------|
| 1. Johnson | 4. McDaniel | 7. Armstrong | 10. Tolliver |
| 2. Rodriguez | 5. Zumwalt | 8. Xayasouk | |
| 3. Khalil | 6. Coleman | 9. Fuentes | |

Underline the Words (p. 27)

- | | | |
|--------|-------|-------|
| employ | soy | point |
| coin | avoid | oil |
| boy | toy | enjoy |

Rewrite Each Sentence Correctly (p. 27)

- Mr. Dugan is going on a field trip to the zoo.
- Is he watching a group of four children?
- Mr. Dugan asks Buan where Jake is.
- Jake is standing on the sidewalk looking at bears.
- I don't want to lose anyone on the field trip.

Lesson 7**Write Short Answers (p. 28)**

- | | | |
|-------------|------------|----------------|
| 1. she is | 4. she can | 7. they're not |
| 2. it's not | 5. I don't | 8. she does |
| 3. they are | 6. it is | 9. they don't |

Write the Correct Possessive Pronoun (p. 28)

- | | | | | | |
|--------|----------|--------|-------|---------|--------|
| 1. her | 2. their | 3. our | 4. my | 5. your | 6. his |
|--------|----------|--------|-------|---------|--------|

Match Words and Pictures (p. 29)

- | | | |
|-----------|---------|---------|
| 1. unlock | 2. hold | 3. open |
|-----------|---------|---------|

Check the Comments from a Good Report Card (p. 29)

Comments 3, 4, 6, 7, and 10 should be checked.

A Message from Sonya's Teacher (p. 30)

	Day	Date	Time	Room Number
Old Appointment	Wednesday	February 23	4:00	
New Appointment	Thursday	February 24	3:30	7

Write the Answers (p. 30)

- Sonya's teacher
- to change the date of the conference
- no
- The translator can't come.
- the translator

- Russian and English
- 555-8512
- 4490

Complete Each Word with *ar*, *er*, or *or* (p. 31)

- | | | | |
|------------|------------|------------|-------------|
| report | February | teacher | daughter |
| there | everything | parents | number |
| translator | letter | checkmark | information |
| neighbor | north | conference | other |
| personal | afternoon | homework | organized |

Choose the Word That Sounds the Same (p. 31)

- | | | | |
|----------|-----------|----------|----------|
| 1. there | 4. you're | 7. waist | 10. wood |
| 2. four | 5. ate | 8. mail | |
| 3. weak | 6. sent | 9. knew | |

Lesson 8**Write the Correct Verb Form (p. 32)**

- | | | | |
|----------|---------|---------|--------------|
| 1. rings | 4. stay | 7. gets | 10. finishes |
| 2. leave | 5. go | 8. come | |
| 3. walk | 6. play | 9. does | |

You Write the Question (p. 32)

- Is school over soon?
- Do the children ride the bus?
- Does she live near me?
- Is the teacher there?
- Is your father on his way?

Complete the Sentences (p. 33)

- | | | | |
|---------------|-----------|-----------|------------|
| 1. playground | 3. inside | 5. school | 7. usually |
| 2. different | 4. adults | 6. alone | 8. finish |

Matching: Opposites (p. 33)

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. b | 2. a | 3. d | 4. f | 5. g | 6. c | 7. e |
|------|------|------|------|------|------|------|

A Message for Mr. Amos (p. 34)

- Marge of After-School Care
- 4:10 P.M.
- She fell down and hurt her wrist.
- pick up his daughter as soon as possible

Write the Body Parts You Hear (p. 34)

- | | | | |
|-------------|----------|---------|-----------|
| 1. shoulder | 3. ankle | 5. nose | 7. finger |
| 2. head | 4. arm | 6. leg | 8. neck |

Complete Each Word with *an*, *en*, *in*, *on*, or *un* (p. 35)

- | | | | |
|----------|-------|---------|--------|
| children | until | often | finish |
| hungry | alone | contact | don't |

inside	happen	dinner	examine
instead	emergency	different	answer
minute	person	present	responsible

Lesson 9

Underline the Correct Verb (p. 36)

- | | | | |
|-----------|-----------------|-------------|--------|
| 1. return | 4. Does, knock | 7. don't | 10. is |
| 2. goes | 5. is | 8. Do, make | |
| 3. hear | 6. makes, calls | 9. want | |

Underline the Correct Preposition (p. 36)

1. on 2. on 3. in 4. on 5. for 6. about

Complete the Sentences (p. 37)

- | | | |
|-------------|-------------|------------|
| 1. teasing | 3. make fun | 5. respect |
| 2. straight | 4. snack | 6. rules |

Check the Sentence That Means the Same (p. 37)

1. She walks directly to her bedroom.
2. They say mean things about what she wears.
3. I don't ever want to return to school.

A Problem at School (p. 38)

- A. 1. Dear 5. clothes 9. girls
 2. life 6. ugly 10. anymore
 3. names 7. hurts
 4. fun 8. wants

- B. 1. Two girls at school are teasing her.
 2. Connie and Sheryl
 3. She pretends that it doesn't bother her.
 4. No, because the girls will tease her even more.

Complete Each Word with *ck* or *ct* (p. 39)

kick	respect	snack	correct
backpack	insect	subject	pick
black	check	knock	object
direct	product	sock	thick
fact	quick	expect	exact

Rewrite Each Sentence Correctly (p. 39)

1. She doesn't say hello to anyone.
2. Inés's father asks her why she is crying.
3. Inés says, "They tell me I am stupid and ugly."
4. "Who are these girls?" asks her father.
5. The girls are breaking a rule about respect for others.

Lesson 10

Write Tag Questions (p. 40)

- | | | |
|---------------|----------------|--------------|
| 1. doesn't he | 4. doesn't she | 7. can't you |
| 2. do you | 5. isn't it | |
| 3. can't he | 6. isn't he | |

Rewrite Each Sentence Using Pronouns (p. 40)

1. He needs to correct them.
2. He needs to help me with it.
3. They need to practice with us.
4. He agrees with him. It is fun!

Which Category Is It? (p. 41)

Math Operations	Numbers	Ways to Learn
1. addition	1. forty-five	1. memorize
2. division	2. ninety	2. practice
3. multiplication	3. seventeen	3. review
4. subtraction	4. twenty-one	4. study

Matching: Meanings (p. 41)

1. e 2. h 3. c 4. b 5. d 6. f 7. g 8. a

Write the Multiplication Problems You Hear (p. 42)

- | | | | |
|-----------------|------------------|------------------|--------------------|
| 1. 8×7 | 4. 9×2 | 7. 2×8 | 10. 0×3 |
| 2. 3×5 | 5. 5×10 | 8. 4×12 | 11. 7×6 |
| 3. 6×4 | 6. 1×9 | 9. 11×1 | 12. 10×11 |

Word Problems (p. 42)

1. $5 \times 7 = 35$ 2. $3 \times 8 = 24$

Change the Singular to Plural (p. 43)

- | | |
|----------------------|----|
| 1. concerned fathers | z |
| 2. difficult tests | s |
| 3. low scores | z |
| 4. broken pencils | z |
| 5. large stores | z |
| 6. small packages | iz |
| 7. wrong answers | z |

Lesson 11

Write Short Answers (p. 44)

- | | | |
|----------------|-------------|--------------|
| 1. she is | 4. he's not | 7. she does |
| 2. she does | 5. they are | 8. she's not |
| 3. she doesn't | 6. it's not | |

Write the Correct Possessive Pronoun (p. 44)

1. her 2. their 3. his 4. your 5. my 6. our

Match Words and Pictures (p. 45)

1. sit alone 2. move 3. talk

Check the Comments from a Teacher Who Is Praising Students (p. 45)

Comments 1, 5, 6, 7, and 10 should be checked.

Who Is Talking in Class? (p. 46)

- A.** 1. 2 **B.** 1. Step 3
 2. Justine 2. Step 2
 3. no 3. Step 1
 4. yes 4. Step 4
 5. 5
 6. 1

Complete Each Word with Vowels a, e, i, o, or u (p. 47)

- | | | | |
|--------|---------|---------|---------|
| repeat | few | improve | table |
| sorry | always | problem | quiet |
| after | teacher | because | friends |
| smart | minutes | moves | angry |
| behave | popular | girl | finish |
| | | | chance |

Lesson 12**Write the Correct Verb Form (p. 48)**

1. invites 4. tell 7. plays 10. hurts
 2. spend 5. watches 8. come
 3. feels 6. bites 9. go

You Write the Question (p. 48)

- Are the boys friends?
- Can your son come over?
- Do you feel uncomfortable?
- Do you know John's family?
- Are his parents home?

Complete the Sentences (p. 49)

1. disappoint 3. uncomfortable 5. get along
 2. invitation 4. together 6. enough

Check the Polite Response (p. 49)

- I'm very sorry, but I'm busy today.
- Thanks, but John has a karate lesson that day.
- I'm sorry, but Shiro needs to come straight home after school.

A Message from Shiro's Father (p. 50)

- A.** 1. afternoon 3. son 5. good
 2. calling 4. time 6. invitation

7. home 9. understand
 8. rule 10. again

B. 1. 4:30 P.M.

2. no
 3. go straight home after school because it's a rule in his family
 4. yes

Underline the Words (p. 51)

- | | | |
|---------|-------|-----------|
| refuse | human | museum |
| uniform | music | beautiful |
| huge | cute | |

Lesson 13**Write Tag Questions (p. 52)**

1. doesn't she 4. does he 7. does she
 2. don't they 5. isn't it
 3. are they 6. can't they

Rewrite Each Sentence Using Pronouns (p. 52)

- They want to follow it.
- She wants to dress like them.
- We don't agree with her.
- He doesn't want to listen to us.

Check the Sentence That Means the Same (p. 53)

- Nearly all of the students follow the dress code.
- She decides what to wear very quickly.
- The dress code is voluntary.
- They want Kiara to look like the other students.
- Shannon does not ever follow the dress code.
- Kiara is bored with blue and white.

Underline the Word You Hear (p. 54)

1. gray 4. beige 7. shirt 10. shorts
 2. brown 5. sweatshirt 8. pants
 3. purple 6. jumper 9. blouse

Write the Prices You Hear (p. 54)

1. \$14.89 4. \$10.88 7. \$21.49 10. \$7.19
 2. \$11.79 5. \$8.99 8. \$17.50
 3. \$12.99 6. \$13.75 9. \$34.99

Change the Singular to Plural (p. 55)

- | | |
|------------------|----|
| 1. blue dresses | iz |
| 2. white blouses | iz |
| 3. long skirts | s |
| 4. warm sweaters | z |

5. school uniforms z
6. cotton socks s
7. heavy jackets s

Write a Check (p. 55)

Ira & Janice Klein 910 Smith Road Columbus, Ohio 01234		1479
Date <u>today's date.</u>		
Pay to the order of <u>Kid Town</u>	\$ <u>53.72</u>	
<u>Fifty-three and 72/100</u>	DOLLARS	
MIDWEST SAVINGS BANK		
For <u>kids' clothes</u>	<u>Janice Klein</u>	
R0239751068 9734 60876018 1479		

Lesson 14

Write Short Answers (p. 56)

- | | | |
|----------------|----------------|---------------|
| 1. it is | 5. I do | 9. it does |
| 2. they're not | 6. they don't | 10. she's not |
| 3. she is | 7. it is | |
| 4. she's not | 8. they're not | |

Write the Correct Possessive Pronoun (p. 56)

1. her 2. his 3. their 4. your 5. our 6. my

Match Words and Pictures (p. 57)

1. slip 2. fall down 3. walk

Matching: Opposites (p. 57)

- | | | | | |
|------|------|------|------|-------|
| 1. g | 3. h | 5. j | 7. d | 9. a |
| 2. e | 4. c | 6. i | 8. b | 10. f |

Fill in the Missing Words (p. 58)

- | | | |
|------------|-------------|-------------|
| 1. running | 4. pulling | 7. language |
| 2. off | 5. fences | 8. adult |
| 3. up | 6. throwing | |

Underline the Word You Hear (p. 58)

- | | | | |
|-----------|------------|-----------|------------|
| 1. recess | 4. crack | 7. stares | 10. falls |
| 2. slip | 5. scratch | 8. walk | 11. office |
| 3. minute | 6. safely | 9. again | 12. knee |

Divide these Compound Words (p. 59)

- | | | |
|-------------|-----------|-------------|
| play/ground | note/book | sun/shine |
| black/top | soft/ball | school/work |
| class/room | back/pack | rest/room |
| lunch/time | rain/coat | snow/storm |
| sand/box | home/work | |
| chalk/board | book/case | |

Rewrite Each Sentence Correctly (p. 59)

1. Mrs. Russo says, "Walk, please."
2. She starts running but then ~~claps~~ and falls down.
3. "I'm sorry you fell down," she said.
4. It's dangerous to run on the blacktop.
5. Can we go to the nurse's office to get a bandage?

Lesson 15

Underline the Correct Verb (p. 60)

- | | | | |
|-----------|--------------|----------|--------|
| 1. is | 4. go | 7. is | 10. is |
| 2. aren't | 5. translate | 8. don't | |
| 3. stay | 6. misses | 9. Is | |

Underline the Correct Preposition (p. 60)

1. at 2. for 3. during 4. to 5. at 6. in

Which Category Is It? (p. 61)

- | Reasons for Absence | Words That Mean Intelligent | Family Members |
|---------------------|-----------------------------|----------------|
| 1. appointment | 1. bright | 1. brother |
| 2. emergency | 2. quick | 2. daughter |
| 3. sickness | 3. sharp | 3. grandmother |
| 4. travel | 4. smart | 4. parents |

Check the Comments from Students with Unexcused Absences (p. 61)

Comments 1, 3, 4, and 7 should be checked.

Underline the Word You Hear (p. 62)

- | | | |
|----------------|--------------|---------------|
| 1. seventh | 4. doctor's | 7. assignment |
| 2. here | 5. fourteen | 8. sharp |
| 3. grandfather | 6. unexcused | |

Fill in the Missing Words (p. 62)

- | | | |
|-----------|-----------|-------------|
| 1. excuse | 3. absent | 5. 555-0724 |
| 2. fever | 4. call | 6. you |

Complete Each Word with the Missing Double Letter (p. 63)

- | | | | |
|------------|-------------|------------|-----------|
| assignment | usually | acceptable | bulletin |
| lessons | worried | office | needs |
| dollars | misses | classes | sickness |
| preschool | intelligent | tomorrow | possible |
| glasses | appointment | necessary | toothache |

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